DOCUMENT RESUME

ED 096 019 PS 007 526

AUTHOR	Howard, Norma K., Comp.
TITLE	Open Education: An Abstract Bibliography (Supplement #1).
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Sep 74
NOTE	95p.
AVAILABLE FROM	Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 120, $2.50)
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Educational Objectives; *Elementary Education; *Open Education; *Open Plan Schools; Parent Attitudes; Self Directed Classrooms; Student Teacher Relationship; Teacher Attitudes; Teacher Education; Teacher Role; Teaching Guides; *Teaching Styles; Team Teaching

ABSTRACT

This bibliography, compiled to update an earlier publication on the subject, contains 172 references selected from the recent collection of ERIC documents on open education. Entries are included from both Research in Education (RIE) and Current Index to Journals in Education (CIJE) for January 1973 through July 1974. The descriptor (index) terms used in searching RIE and CIJE were "Open Education" and "Open Plan Schools." (Author/SDH)

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ED 096019

OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

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Available from:
Publications Office/IREC
College of Education/University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $2.50 Catalog #120

September 1974

PS 007 268

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Area Committee for Early Childhood Education at the University of Illinois for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Area Committee or the National Institute of Education.

OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

This selective bibliography was compiled to update Open Education: An Abstract Bibliography and includes entries from Research in Education (RIE) and from Current Index to Journals in Education (CIJE), January 1973 through July 1974.

Descriptor (index) terms used in searching RIE and CIJE were: Open Education and Open Plan Schools.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE. Descriptors are subject terms which are used in the ERIC system to characterize the content of entries and will help users of this bibliography to identify topics covered in the selections. References to secondary education were excluded.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals cited.

OPEN EDUCATION: AN ABSTRACT BIBLIOGRAPHY (Supplement #1)

References from Research in Education (RIE)

1. Allen, Harvey A. The British Are Coming: An Annotated Bibliography on Open Education. 1972, 10p. ED 083 255.

Alternative Schools; *Annotated Bibliographies; *Open Education; *Open Plan Schools

These publications represent a small sampling of the available sources of information on open education. Books, articles, compilations, and sources of information are all cited.

2. Amarel, Marianne; And Others. Teacher Perspective on Change to an Open Approach. 1973, 13p. ED 076 568.

Elementary Education; *Interviews, *Open Education; *Teacher Attitudes; Teacher Response; *Teacher Role; *Teaching Procedures; Teaching Techniques

The teacher's role in open educational settings is the central focus of this study. The perceptions, understandings, and beliefs of 66 teachers (K-4, associated with open education programs for at least 2 years) regarding basic issues of implementing an open approach were examined through in-depth professional interviews. Factors that teachers perceive as hindering or facilitating change in open directions were identified; a study of the relationship between beliefs and attitudes about educational issues to instructional practice was initiated. (Also included in this study in the appendix, Teacher Perception of Support from Advisors.)

3. Anderson, Robert H. Opting for Openness. 1973, 49p. ED 082 368.

Hard copy not available from EDRS.

*Administrator Role; Educational Benefits, Educational Change, Educational History; Educational Innovation; Educational Philosophy; *Elementary Schools; *Humanization; Nongraded System; *Open Education; Open Plan Schools; *Principals

Public receptivity to open education as a specific example of school reform has sometimes been less than enthusiastic. For this reason, the would-be progressive school principal faces a challenging task of inquiry, information, persuasion,

and affirmative action. It is explicit in the story of British open education that the head teacher plays a vital role in the development and support of the program. Similarly, a strong assumption in American writings is that the principal will and must be an educational leader. It follows, then, that unless principals do commit themselves to the cause of open education, that cause may not flourish. Leadership in planning, provisioning, and more imaginative exploitation of the school's physical environment is one of the important contributions a principal can make.

Availability: National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (Stock number 181-05610, $5.95)

4. Arikado, Marjorie S.; Musella, Donald F. Status Variables Related to Team Teacher Satisfaction in the Open Plan School. 1973, 10p. ED 076 562.

Group Status; Leadership; *Open Plan Schools; Peer Relationship; Status; *Teacher Attitudes; *Teacher Morale; *Teacher Response; Team Leader (Teaching); *Team Teaching

This study investigated relationships between two status variables--congruence and consensus--and team teacher satisfaction with the team situation. The sample consisted of 148 teacher teams (627 teachers) selected from 74 open-area schools. The results indicated that teachers on balanced teams and/or leaderless teams tended to be more satisfied than teachers on unbalanced teams and/or teams with formal leadership. In teams with formal leadership, teacher satisfaction was found to be positively related to status congruence, while in all teams status consensus was found to be positively related to team satisfaction with the team situation. (Appendixes include related charts and tables.)

5. Baron, Barbara. The Open Classroom Approach in the Kindergarten. 1972, 23p. ED 077 588.

Child Development; *Classroom Arrangement; *Classroom Environment; Classroom Materials; *Interior Space; Kindergarten; *Open Education; Open Plan Schools; *Self Directed Classrooms; Student Centered Curriculum; Teaching Guides

The philosophy of the open classroom approach is discussed. It is considered to be characterized by: (1) a child-centered, self-learning environment; (2) the teacher in the role of catalyst and guide; (3) a long-term commitment to exploration of new concepts and practices; (4) the needs and growth of children as the chief concern; (5) the progression of each child at his/her own rate; (6) reinforcement of open, original modes of behavior; and (7) an emotional/intellectual atmosphere encouraging exploration, experimentation and innovation. Since changes have been slow to provide open classrooms for the kindergarten-primary group, suggestions are made for converting the traditional classroom to a group of learning centers by rearrangement of furniture and supplies. Diagrams of suggested room arrangements are provided. The following suggested learning centers are described, with lists of equipment and activities for each: the domestic center, technological center, aesthetic center, environmental (science) center, mathematics center, communications (language arts) center, library corner, social learning center, perceptual-motor development center, audiovisual center. Organizational options for dividing the classroom among centers and the teacher are described. Methods of initiating the children into the open classroom approach and similar practical problems are also discussed.

6. Barth, Roland S. Open Education and the American School. 1972, 300p. ED 076 004.

Document not available from EDRS.

Administrator Attitudes; Annotated Bibliographies; Case Studies; Culture Contact; *Educational Innovation; *Negro Attitudes; Negro Education; *Open Education; *Parent Attitudes; Public Education; *Teacher Attitudes

The author, an elementary school principal, describes his own experiences in an urban open school program that fell far short of its goals despite ample funding and the enthusiastic participation of a group of young teachers committed to the approach. After reviewing assumptions about learning and knowledge and about the role of the teacher in the open school, he presents a case study based on his own experience. He concludes that the open educators were in large part at fault in the failure of the school because they tried to impose their own ideas about education on a quite different culture; also, they did not give parents enough time to accept the premises of open education. The central message of the case study is that the forms, the intensity, and the extent of

resistance to change of public schools in the direction of open education are educational constants. Most parents' concepts of quality education are along the lines of the traditional, rigorous, transmission-of-knowledge model. They want the schools to help their child succeed (get a job, or get into a good college). They prefer not to risk that goal for an experiment in open education. An annotated bibliography is included.

Availability: Agathon Press, Inc., 150 Fifth Avenue, New York, N.Y. 10011 ($7.95)

7. Burke, Fred G. Career Education in The 1970's. 1972, 17p. ED 080 672.

*Career Education; *Educational Change; External Degree Programs; *Open Education; Speeches; *State Programs; Vocational Development

Statistics bear out the futility of the overemphasis of collegiate preparation at the elementary and secondary levels. To meet the challenge of relevance and utility, the role of formal vocational training has enjoyed increasing attention within the educational system in the past decade. Yet even with this, half of our nation's students are not being prepared for further education, for training, or for employment. A major revision in the educational delivery system is needed. In Rhode Island this is being approached at two levels, the preschool through Grade 12 level and the postsecondary and adult continuing education level. A task force has been created to study the postsecondary programs and services and to make recommendations for the development of an open university system. At the preschool through Grade 12 level, a program is being launched to develop the career education concept as the central theme of elementary and secondary education. The purpose of this State project is to test the theory that a career-oriented program is superior to the traditional orientation and to determine which components or techniques are most effective. Included in this accession are two additional papers, one outlining the development and evaluation components of the State career education project and the other further discussing this project under the title "Career Decision Making as the Focus of a K-12 Curriculum".

8. Burnham, Brian. Reading and Mathematics Achievement of Grade 3 Pupils in Open Plan and Architecturally Conventional Schools--the Third Year of a Longitudinal Study. Studies of Open Education No. 10. 1973, 18p. ED 085 857.

*Academic Achievement, Case Studies (Education); *Comparative Analysis; Elementary Grades; *Grade 3; Intelligence Tests; Mathematics; Open Education; *Open Plan Schools; Reading Achievement; School Architecture; Test Results; *Traditional Schools

In the spring of 1973, a standardized test of reading and mathematics skills was administered to 564 grade 3 pupils distributed among two open plan schools (155 pupils) and seven conventionally constructed schools (409 pupils). The groups were matched on IQ, geographic location, the academic qualifications of their teachers, and average class load. This was the third and final year of a longitudinal ability and achievement study of this pupil cohort. As in the previous two years, the marginal differences in achievement as disclosed by test results were neither consistent nor significant. Over the three schools years, beginning in September 1970, no significant differences were found in the academic ability and scholastic achievement levels between the pupils in the two sorts of architectural settings. No consistent patterns were discernible; some differences might be attributable to factors other than architecture, since it was impossible to control all the variables (e.g., years of teaching experience) that might reasonably have affected the learning situations under study.

9. The City College Workshop Center for Open Education. 1973, 16p. ED 088 862.

*Continuous Learning; Independent Study; Inservice Teacher Education; *Open Education; Program Development; *Teacher Education; *Teacher Workshops

The Workshop Center for Open Education was formed on the basis of the following factors: a) efforts to construct an alternative to traditional public schools in New York City had galvanized the interests of hundreds; b) teachers who had gotten underway through the Open Corridor program needed a place to continue their development; and c) those trying without advisory support to make first steps towards open education needed help and reinforcement. Supported by grants from U.S. Office of Education, the Ford Foundation, and the Rockefeller Brothers Fund, the workshop is a new resource for all participants in the school

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process--teachers, principals, supervisors, paraprofessionals, parents, and graduate/undergraduate students--in the New York City area. The center features workshop activities ranging from demonstrations to independent work on individual projects and from single or one-time use to continuous or extended use. The facilities include the following: workshops in exploration of materials for curriculum discussions dealing with problems in class and school reorganization; publications that analyze and disseminate information; a darkroom for photography work applicable to classroom uses; a library for browsing and reference; a kitchen for cooking projects; and space for meetings, film showings, and individual or small-group consultations with staff.

10. Cockburn, Ilze, Comp. The Open School. An Annotated Bibliography. Current Bibliography No. 4. 1973, 41p. ED 082 292.

*Annotated Bibliographies; Literature Reviews; *Open Education; *Open Plan Schools; *Resource Materials; *School Environment

In 1970, the OISE library published an annotated bibliography entitled, Open Plan (See ED 051 549), that covered the design of open plan schools and the educational practices connected with these facilities. Since then, a clearer distinction has developed between the terms "open plan" and "open education." This revision of the earlier volume covers both these aspects of openness, but in two separate parts. Part I covers open education. Much of the current literature on open education in concerned with (1) evolving a theory to support or validate existing practices and (2) with developing criteria to measure the openness of programs to provide a framework for research. The items in this section are arranged under general; theory, analyses, definitions; and research. Part II covers open plan schools. The earlier concentration on design and construction has changed to an emphasis on the assessment of the effects of open space on students, teachers, and educational programs. Thus there is an expanding literature of research. The items in this section are arranged under designs and descriptions, and research. The overall concentration is on selected references to materials published since 1970, but a few basic items and pertinent Canadian references from the earlier bibliography are also included. Those items available from the ERIC document reproduction service are so indicated.

Also available from: Publication Sales, Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto M5S IV6, Ontario (Canada) ($2.25)

11. Coletta, Anthony J. Personality Characteristics and Assumptions Held by Open and Traditional Teachers of the Poor. 1973, 23p. ED 074 163.

Disadvantaged Youth; Economically Disadvantaged; *Elementary School Teachers; *Individual Characteristics; Learning Processes; *Open Education; *Personality Assessment; Student Teacher Relationship; Teacher Attitudes; Teacher Characteristics; Teacher Qualifications; Test Construction; Test Validity; *Traditional Schools

The major purpose of this study was to investigate selected personality characteristics of high and low rated, open and traditional classroom teachers who teach economically disadvantaged primary school children. A second purpose of the study was to investigate the assumptions which high and low rated, open and traditional teachers of the poor hold about open education. The Edwards Personal Preference Schedule, the Thurstone Temperament Schedule, and the Barth Scale were administered to 30 open and 30 traditional primary grade teachers, each rated by a supervisor as high or low in teaching ability. The high, open group contained 15 teachers; the low open section included 15; teachers in the high traditional subdivision numbered 15, while the low traditional category also included 15 teachers. The results demonstrated no significant personality differences between high and low rated open and traditional teachers. Open teachers, however, appear to emphasize intuitive judgment when assessing a child's work. In contrast, traditional teachers are more likely to rely on objective tests to determine what the child has learned. Whereas open teachers tend to believe that learning occurs through exploration, unthreatened by adults, traditional teachers are likely to feel that a child learns best when knowledge is transmitted by the teacher to the child.

12. Cooke Geoffrey. Problems of Teacher-Student Organization in Openrooms. Studies of Open Education No. 8. 1973, 11p. ED 081 083.

*Class Organization; *Comparative Analysis; Educational Objectives; Grade 7; Individualized Instruction; Open Education; *Open Plan Schools; School Design; *Student Teacher Relationship; *Traditional Schools

New patterns of organization are required to make openspace work in order to achieve the individual learning goals of students working at their own level, seeking information independently, and interacting freely with other students

when required. A comparison of the traditional classroom with what is happening in the more "open" openrooms reveals that the roles of both teachers and students have altered. New roles require new norms to coordinate them and, although many of the new rules of the classroom may no longer apply, there are still rules for the student to learn while he is is the openroom. However, because of the greatly increased autonomy of the student, these new norms must be more general in what they specify. Instead of letting discussion of the open plan idea degenerate into a classroom-versus-openrooms debate, the whole variety of learning situations that are possible in a school should be evaluated.

13. Coombs, Arthur M., Jr.; And Others. Variable Modular Scheduling. Effective Use of School Time, Plant, and Personnel. New Directions in Education. 1971, 116p. ED 071 200.

Document not available from EDRS.

Computer Programs; Computer Science; *Curriculum Development; Curriculum Enrichment; Curriculum Planning; Educational Objectives; Educational Resources; *Flexible Schedules; Futures; Independent Study; Individualized Instruction; Instructional Innovation; *Open Education; *Schedule Modules; *School Organization, Self Actualization; Student Centered Curriculum

New instructional time blocks and curriculum designs are suggested as alternatives to traditional school schedules with their fixed time periods for traditional course offerings. The rational for variable modular scheduling and the application of computer technology to school scheduling are presented. Applications of variable modular scheduling being implemented at various schools are described and presented as practical examples. Discussions are grouped according to (1) background to the organization of schools, (2) teaching and administrative considerations, (3) curricular innovations, (4) nonstructured learning conditions, (5) evaluations of variable modular scheduling, and (6) speculations about future directions.

Availability: Benziger, Bruce & Glencoe, Inc., 8701 Wilshire Boulevard, Beverly Hills, California 90211 ($2.40)

14. A Cooperative Plan to Establish an Early Childhood Center for the Invention, Demonstration, and Evaluation of Innovative Practices in Early Childhood Education. Final Report. 1971, 44p. ED 081 488.

Cognitive Development; Early Childhood Education; *Educational Innovation; Inservice Teacher Education; *Open Education; *Preschool Programs; *Student Teachers; *Teacher Education; Teacher Improvement; Team Teaching

In 1968 an upstate New York School district, acting on behalf of nine school districts, planned and established an Early Childhood Center. This evaluative report of a 2-year demonstration preschool, modeled on the British Infant School, describes the open classroom arrangement and its effect on the center's children, teachers, and student teachers. A major objective of the program was to create an atmosphere in which teachers could experiment without fear of failure, could learn from one another, and promote their own growth. The Center educated student teachers and aides from State universities and colleges. Dissemination services included workshops, courses, conferences, the establishment of a library (whose resources were available to teachers in nine counties), and monthly meetings for parents.

15. Corlis, Carol; Weiss, Joel. Curiosity and Openness: Empirical Testing of a Basic Assumption. 1973, 12p. ED 085 086.

*Classroom Environment; *Curiosity; *Elementary School Students; *Learning Processes; Motivation; *Open Education; School Architecture

This study investigated relationships between open education and curiosity behavior of students enrolled in different types of school programs. The Non Verbal Curiosity Test (designed and validated for the study) was used to measure subjects' curiosity, since it considers quantitative and qualitative aspects of curiosity behavior. Subjects (N=237) were 11-year olds in six Ontario parochial schools. Openness of the school program was assessed with information collected from teachers in the Dimensions of Schooling Questionnaire (DISC). Analysis of results indicates that openness of program was not significantly related to children's curiosity behavior. A curvilinear distribution for curiosity and openness of program was obtained, similar to the distribution postulated by Berlyne for cognitive conflict and specific curiosity. This similarity is the basis for discussion. It is concluded that the tentative evidence obtained raises questions as to whether open programs necessarily

enhance curiosity behavior. It is suggested that a moderate level of program openness may be the optimum environment for fostering curiosity.

16. Cramer, Virginia S. Children and Curriculum. 1973, 18p. ED 087 992.

Class Management; Classroom Environment; Curriculum Problems; *Discovery Learning; Elementary Grades; *Grade 2; Mathematics Instruction; *Open Education; Reading Development; *Reading Instruction; Self Directed Classrooms; *Teaching Techniques

This article is an account of the author's first year of work in an open concept second grade class. The author's classroom experiences related to discipline, instruction, student teachers, materials, field trips, reading, art projects, and organization of a school store are discussed. Specific books and chapters the author found beneficial for supplying new ideas and solutions to problems are also discussed.

17. Crandall, Audrey Hackett. A Comparison of Reading Attitude and Reading Achievement among First Grade Children in Open Concept and More Formal Classes. 1973, 144p. ED 084 497.

Document not available from EDRS.

*Basic Reading; *Beginning Reading; Doctoral Theses; Grade 1; Individualized Reading; *Open Education; Reading; Reading Ability; *Reading Achievement; Reading Programs; *Reading Research; Reading Skills; Sex Differences

The purpose of this study was to investigate whether there were significant differences in the reading attitude and reading achievement of first grade children in open concept classes which utilized an individualized language experience approach to reading as compared to children who were instructed in basal series in more formal classes. The subjects were 188 first grade aged children who attended six open concept and six more formal classes. The subjects were pre- and post-tested with the Reading Attitude Inventory and the Stanford Early School Achievement Test, Level II. The Pintner-Cunningham Primary Test was used to determine the mean intelligence quotients of both groups. The results indicated that no significant differences existed in reading attitudes of children in experimental or control groups. Mean gain scores favored the girls of the experimental group. There appeared to be little

evidence that first grade children learning to read in an open concept class using individualized reading do less well than children instructed in basal series in more formal classes; in terms of individual growth they may exceed such children.

Availability: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106, (Order No. 73-26,572, MFilm $4.00, Xerography $10.00)

18. Curiosity and Creativity Among Pupils in Open Plan and Architecturally Conventional Schools -- A Progress Report. Studies of Open Education No. 7. 1973, 9p. ED 081 082

*Comparative Analysis; *Creativity; *Curiosity; Elementary Schools; Grade 2; Grade 5; *Open Plan Schools; School Architecture; School Design; Statistical Data; Test Results; *Traditional Schools

Two open plan elementary schools were chosen together with the two traditional schools that most matched in size, location, and socioeconomic backgrounds of pupils; and standardized tests of curiosity and creativity were administered to students in grades 2 and 5. The results of the analyses show that some differences exist on a few of the tests among the four schools, but the differences are not systematic and do not point to any real distinctions among the schools.

19. A Day in the Life: Case Studies of Pupils in Open Plan Schools. 1970, 65p. ED 067 725.

Case Studies (Education); *Classroom Observation Techniques; Discovery Learning; Educational Research; Elementary Grades; *Open Plan Schools; Program Evaluation; *School Environment; Space Orientation; *Student Behavior; Student Participation; Student Responsibility; *Student Teacher Relationship

The first phase of a study to assess York County's new open plan schools is reported in this document. The study focused on the behavioral outcomes for students exposed to the open plan schools' programs. Three control county elementary schools were matched with the four open plan schools on age, socioeconomic conditions in attendance areas, and general geographic location. Students were randomly selected from these schools and observed as unobtrusively as possible during an entire school day by members of the observation team of seven principals and two master teachers. Observation results indicated a trend for these behaviors to be more readily observable in open plan

schools than in the control schools: (1) pupils initiate activities that reflect their personal interests and these activities are given a chance to flourish in the day's activities; (2) pupils make (generally) good use of opportunities to display personal responsibility; (3) cooperative planning (teacher-teacher, teacher-pupil) takes place, and (4) pupils demonstrate the spirit of inquiry by raising pertinent questions. The document contains 10 representative cases out of the 18 made and the 15 completed for the study, a selected bibliography, an explanation of the study methodology, and the principals' statement of the open plan schools' common purposes. Data from all 15 completed case studies are included in various summaries in the concluding chapter.

20. A Differentiated Staffing Model and Statement of Philosophy for Spacially Open Elementary and Junior High Schools. 1972, 31p. ED 077 578.

Classroom Environment; *Differentiated Staffs; *Educational Philosophy; Elementary Grades; *Individualized Instruction; Intermediate Grades; *Models; *Open Plan Schools; Program Descriptions

The philosophy and differentiated staffing model governing the instructional program within three spacially open schools in School District 196 (Minnesota) are discussed. Spacially open schools are committed to achievement of curricular goals in the standard curriculum content areas including reading, language arts, mathematics, natural science and social science. Each school is committed to an instructional environment that is intended to provide more pleasant, satisfying, humanized experiences for all youngsters during instruction. All schools intend that the instruction shall be flexible and attractive to individual pupils. The differentiated staffing model in the three schools is intuitive in design and implementation. The model in each school is essentially a five position model involving positions of team leader, team member, teacher intern, instructional aide, and unpaid volunteers. Within that model are the following similarities: each school has a designated teacher team leader role; the team leaders meet regularly with the principal; all teachers functioning in the team leader role have regularly scheduled daily interface with pupils; team leaders in each school are involved with interviewing and recruitment of staff members; each school has teams organized according to pods; and each open school has a stated commitment to attain cognitive goals of curriculum content and to upgrading pupil self-perception. The rationale and differentiation within each school is provided.

21. Dobson, Catherine. Non-Traditional Education, a Bibliography. Education Library, Research Bibliography Series. 1973, 8p. ED 086 635.

Adoption (Ideas); *Alternative Schools; *Bibliographies; Educational Change; *Educational Innovation; Educational Philosophy; Elementary Education; Grouping (Instructional Purposes); Guides; Higher Education; Nongraded System; *Open Education; Open Plan Schools; Primary Education; School Community Relationship; Secondary Education; *Student Centered Curriculum; Teaching Techniques

A research bibliography, one of a series from the Education Library at the University of Michigan, lists over one hundred books and six periodicals on the subject of non-traditional education. The materials, appropriate for use by educators, parents, and community groups, date from 1967 through 1972. Free, open, and non-graded alternative schools at the primary, elementary, secondary, and higher education levels are mentioned in the titles of the books listed. The process of educational change, innovative teaching/learning techniques, and community-based education are also subjects of the materials. No annotations are given along with book title and publication information, but references are cited for the Education Library. Magazine titles and publication information suggest resources for current information on non-traditional education in the United States and Canada.

22. Doob, Heather S. Summary of Research on Open Education. An ERS Research Brief. 1974, 47p. ED 087 093.

Hard copy not available from EDRS.

Academic Achievement; Administrator Attitudes; Attitudes; *Bibliographies; Community Attitudes; Cost Effectiveness; *Educational Research; Elementary Schools; *Literature Reviews; *Open Education; Parent Attitudes; Program Costs; *Program Evaluation; Secondary Schools; Student Attitudes; Student Teacher Relationship; Teacher Attitudes

The document begins by considering the underlying assumptions of open education and the development of open education in Great Britain and the United States. Several definitions and descriptions of open education are cited. The main body of the document deals with the effects of open education on student achievement, student attitudes and behavior, the role and attitude of teachers and administrators, parent and community opinion, and school costs. The results of surveys and evaluation

tests conducted in previous studies are presented. The document also considers the problem of student adjustment in the transition from an open to a traditional school. A 201-item bibliography, based on a search of published and unpublished literature on open education through December 1973, is included.

Availability: Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 ($5.00)

23. Dropkin, Ruth, Ed.; Tobier, Arthur, Ed. Notes from Workshop Center for Open Education. October 1972. 1972, 40p. ED 080 468.

Hard copy not available from EDRS.

Anthologies; Experimental Schools; *Institutes (Training Programs); *Open Education; Reading Tests; Summer Workshops

This document is a collection of articles on various subjects related to open education. "Summer Institute as a Prototype," a description of the forerunner of the Workshop Center for Open Education, attempts to convey expectations about the evolution of the workshop process as it develops within the center. "Notes on the Continuum of Change" is taken from an advisor's report on work in progress at P.S. 75, where there are 14 classes in the Open Corridor program. "More on Reading Tests" presents the transcript of a taped interview in which third-grade teachers give their views on reading tests. The last section is devoted to book reviews.

Availability: Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th St., New York, New York 10031 ($.75)

24. Dropkin, Ruth, Ed.; Tobier, Arthur, Ed. Notes from Workshop Center for Open Education. 1973, 43p. ED 077 884.

Corridors; *Flexible Classrooms; *Inservice Teacher Education; Interior Space; *Open Education; *Open Plan Schools; Space Utilization; *Teacher Workshops

This booklet, published by the Workshop Center for Open Education, contains eight articles on open education and teacher centers. The first article, providing background information on the Workshop Center, emphasizes the need for distribution of information to teachers, administrators, paraprofessionals,

and parents on open or informal education in the New York City area. The second article deals with the teacher center as an agent of change; the third speaks of the commitment to innovation by the teacher center. The fourth and fifth articles emphasize the importance of a coordinated staff and the broadened scope of responsibility of the teacher center. The sixth article presents changes in the primary schools which would necessitate changes in the roles of teachers. The seventh article contains notes from the advisor to a second-grade classroom in an open corridor school. The final article presents the parent's view of the open corridor design. Included in the booklet are a list of Workshop Center publications.

25. Early Childhood Education Program: The Hartford Connecticut Public School System's Program of Open Informal Education in the Primary Grades Pre-K through 3. 1972, 10p. ED 071 738.

Classroom Environment; Curriculum Design, Disadvantaged Youth; *Early Childhood Education; Grade 1; Grade 2; Individualized Instruction; Inservice Teacher Education; Intervention; Kindergarten; *Open Education; Paraprofessional School Personnel; Preschool Education; Primary Grades; *Program Descriptions; *Teacher Role

A description is given of the total instructional program for the primary grades, including a brief historical and philosophical perspective of the Follow-Through Program developed by the Hartford Board of Education. The role of the teacher and paraprofessional and the training program available to them is described.

26. Edwards, Peter. An Interaction-Network Instrument to Assess Pupil-Interaction and Movement in Open-Area Learning Situations. 1973, 34p. ED 086 741.

Classroom Environment; *Classroom Observation Techniques; Elementary Schools; Evaluation Techniques; *Interaction Process Analysis; Intermediate Grades; *Open Plan Schools; Peer Relationship; Student Behavior; Student Evaluation; *Student Mobility

The study was conducted to gain an understanding of pupil-interaction and pupil-movement in an open-area learning environment. The only measures that were available were not sufficiently suitable and it was necessary to construct a new instrument to gain a valid measure of pupil behavior in a classroom setting. As a result, the Interaction-Network instrument was developed.

Three elementary schools were used in the study. Two of the schools contained open-area classrooms and these constituted the experimental schools. The third school, which acted as the 'control' situation, employed a more traditional form of classroom instruction. Pupils from Grades 5, 6, and 7 participated. Samples of approximately 20% of the pupils in each grade at all three schools were observed. A descriptive analysis showed that there were major differences in both pupil-interaction and pupil-movement between the experimental schools and the control school. The role of the teacher was more pronounced in the traditional type school while in the open-area schools there was much more pupil-movement and pupil-interaction. Recommendations were made for the use of the instrument in future research.

27. Elofson, Theresa H. Open Education in the Elementary School: Six Teachers Who Were Expected to Change. 1973, 182p. ED 084 023.

*Case Studies; *Elementary School Teachers; Interviews; *Open Education; Physical Environment; Questionnaires; Student Characteristics; *Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics

This document presents an evaluative record of six open education teachers and their elementary school classes at the Fannie Gilbert and Stephen MacArthur Schools in Washington, D.C. Described are the changing physical classroom environments, the behavior of the students, the methods used to instruct and discipline, and the teachers themselves--their problems, their use of materials and space, and their interactions with parents and colleagues. A brief review of open education research is included, along with appendices concerning the Classroom Observation Rating Scale (CORS) and a teacher questionnaire.

28. Ensign, William L. Modernizing Educational Facilities -- A Sketchbook Summary of Conferences. 1973, 60p. ED 082 358.

Air Structures; *Building Improvement; Classroom Furniture; Educational Finance; *Flexible Facilities; Interior Design; *Open Plan Schools; *Planning (Facilities); *School Buildings; School Improvement; School Maintenance

Summaries of papers and sketches of the ideas (presented at a conference) cover decisions to modernize or replace school buildings; options in improving the school and the educational process; interior design suggestions; systems approach for

additions; educational finance; an air structure over the University of Minnesota stadium; vocational education facilities; and the need for a flexible and modern curriculum.

29. ERIC Abstracts: A Collection of ERIC Document Resumes on Open Space Schools. ERIC Abstracts Series, Number Twenty-four. 1973, 21p. ED 071 175.

*Abstracts; Annotated Bibliographies; Classroom Observation Techniques; Community Involvement; Educational Change; Educational Facilities; Educational Innovation; Educational Objectives; Facility Requirements; Individualized Instruction; *Literature Reviews; *Open Education; *Open Plan Schools; Planning (Facilities); School Design; Secondary Education; Self Directed Classrooms; *Urban Renewal

ERIC abstracts on open space schools, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "open education," and "open plan schools." The documents present materials defining open space schools and open education, comparing open space schools with traditional schools and open education with traditional education, and detailing plans for the implementation and operation of open plan schools. The following information is presented for each document; personal or institutional source, title, place of publication, commercial publisher, publication data, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

Also available from: National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00, Quantity Discounts)

30. Evaluation of Innovative Schools: OCDQ Results for Fifth-Year Teachers, 1970-1971. 1972, 12p. ED 069 741.

Behavior Patterns; Classroom Design; Conventional Instruction; Educational Innovation; Environmental Influences; *Evaluation Methods; Learning Motivation; *Measurement Instruments; *Open Plan Schools; *Questionnaires; School Design; Teacher Attitudes; Traditional Schools

A random sample is reported of fifth-year teachers from conventional schools and from open or innovative schools who completed the Organizational Climate Descriptions Questionnaire (OCDQ), administered anonymously, which measured subjective rather than objective dimensions. The instrument is interpreted as being primarily a measure of teacher morale. Report results appear to indicate a more positive organizational climate in conventional schools, with morale among fifth-year teachers in open-space plants tending to be lower than morale among fifth-year teachers in the school system as a whole. However, it noted that drawing causal conclusions from the report would be premature, since factors such as overcrowding may have contributed more to the findings than did anything common to innovative plants and programs.

31. Evaluation of Innovation Schools: Research Questionnaire Tabulations for Fifth-Year Pupils and Teachers, 1970-1971. 1972, 45p. ED 069 742.

Attitudes; Comparative Analysis; Conventional Instruction; Educational Innovation; *Evaluation; Factor Analysis; Grade 5; *Open Plan Schools; *Questionnaires; School Design; *Student Attitudes; *Teacher Attitudes; Traditional Schools

Fifth-year pupil and teacher attitudes and opinions in innovative and conventional school plants during the 1970-1971 school year are contrasted. Teachers' educational backgrounds are also compared. The most significant finding of the study was that very few teachers in innovative plants favored a return to traditional school plants or self-contained classrooms, in spite of dissatisfaction with a variety of things, the overwhelming majority rejected a return to conventional plants and teaching methods. Other findings included: 1) fifth-year teachers in innovative schools tended to be less experienced than teachers in conventional schools; 2) almost 40% of the fifth-year teachers in traditional plants did not teach one class in a self-contained situation; 3) the majority of fifth-year teachers in traditional plants worked or planned in some sort of team or semi-team situation; 4) about 75% of the innovative teachers, less than 50% of the conventional teachers, and very few of the students in either type of school felt that discipline was too easy; 5) teachers' and pupils' responses agreed that noise was more of a problem in innovative schools; and 6) greater acceptance and implementation of individualized approaches to instruction in innovative schools were indicated.

32. Evaluation of Innovative Schools: Student Achievement, 1970-1971. 1972, 24p. ED 069 743.

*Academic Achievement; Comparative Analysis; Conventional Instruction; *Educational Innovation; Elementary Grades; *Evaluation; *Open Plan Schools; Primary Education; Racial Factors; School Design; Sex Differences; Student Ability; Traditional Schools

Third-, fifth-, and eighth-grade pupil achievement test results in the 1970-71 school year are contrasted in terms of types of school plants, with those schools that had been in operation in a recently constructed school plant for at least one year grouped as "innovative." Differences in ability levels of pupils were taken into account in all the reported analyses. Pupils in innovative plants made their strongest showing at the third-grade level, with boys stronger than girls. White third-grade boys' test results favored conventional schools, Black boys, innovative schools. At the fifth-grade level White boys' test scores again favored conventional plants; eighth-year test results generally favored conventional plants for all sex/race groups except Black boys. Correlation is drawn between the test results and the length of time the fifth-year pupils had attended school in the county school system. Causal interpretations of the findings are dependent upon further analysis of the data and on future longitudinal studies to reduce the speculative elements involved in accepting data-based hypotheses about the programs' effectiveness.

33. Feldhusen, John; And Others. Designing Open and Individualized Instruction at the Elementary Level: A Guide for the Individual Teacher. 1973, 31p. ED 082 516.

*Basic Skills; Cognitive Development; *Elementary Grades; Elementary School Mathematics; Elementary School Science; Individual Development; *Individualized Instruction; *Instructional Design; Instructional Materials Centers; Interpersonal Competence; Language Arts; *Open Education; Self Actualization; Social Studies; Student Role; Teacher Role; Teaching Guides

A description of open and individualized elementary school instruction is provided. The goals of such instruction are to: 1) teach basic skills in language arts, math, science, and social studies; 2) develop higher cognitive abilities, such as problem solving; and 3) develop the child's social competence and self-concept. Open, individualized education assumes that learning should be an active, interesting process

in a free environment which is self-managed by the learner, with the teacher acting as a facilitator. The system begins by positing educational objectives and uses student learning plans in which pupils choose learning activities. Learning materials are adapted for individual use in a flexible room whose foci are learning centers for language arts, math and science, and arts and crafts. Media are regarded as essential to the program. The teacher's role changes as he spends less time in group instruction and more in adapting instructional materials for individual activities, and as he learns new ways of relating to students. Children are required to become more responsible, active, cooperative, self-disciplined, and self-evaluative. Lastly, the program is mastery-oriented, for students work at projects at varying paces until mastery is achieved.

34. Fisher, Robert J. Learning How to Learn: The English Primary School and American Education. 1972, 276p. ED 082 843.

Document not available from EDRS.

Administrator Responsibility; Classroom Arrangement; Classroom Environment; *Comparative Analysis; *Cross Cultural Studies; *Early Childhood Education; Educational Objectives; *Open Education; Paperback Books; Teacher Education; Teacher Role

This paperback presents a cross-cultural analysis of early childhood education, focusing on the public primary educational systems in England and the United States. American failures and English successes are emphasized. Differences in teacher preparation, curriculum control, and classroom freedom are discussed. The English system is analyzed according to the following issues: (1) mechanisms of change, (2) criticisms of the current reforms from various ideological and academic perspectives,(3) teacher characteristics and role expectations, (4) administrator responsibilities, and (5) major problems, particularly class bias. The final chapter is a discussion of what Americans can learn from English primary schools.

Availability: Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, N.Y. 10017 ($3.95,paper)

35. Frazier, Alexander. Open Schools for Children. 1972, 95p. ED 069 035.

Hard copy not available from EDRS.

Acoustical Environment; Alternative Schools; Cross Age Teaching; *Curriculum Development; Differentiated Staffs; Educational Accountability; Educational History; Elementary Schools; Facility Guidelines; Flexible Scheduling; Independent Study; Individualized Instruction; *Open Education; *Open Plan Schools; *Planning (Facilities); *School Organization; Student Teacher Relationship; Team Teaching

Arguing against the "bandwagon" approach to innovation and change, and pressing for careful consideration of the potentials inherent in "openness" in education, the author explores the interactions among the phenomena of open space, open structure, and open curriculum. In examining the nature of these interactions, he sets the complex of concepts into historical perspective, inferring from the practices of recent years a set of theoretical possibilities. The publication provides information helpful to curriculum workers, supervisors, administrators, and teachers who desire to be well informed as well as enthusiastic about the new degree of freedom in planning space for learning; organizing children, time, and staff; and preparing the curriculum. After exploring some of the definitions of the concept "open", its wellsprings, and its dimensions, the author devotes three chapters to discussions of the relationship of "openness" to space, structure, and curriculum. In the concluding chapter, he addresses himself to some of the problems that teachers and others working in open schools might be expected to deal with in the process of making certain that learning under the new freedom really adds up.

Availability: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, (Stock No. 17916, $3.75)

36. French, Russell L. Developing People for Open-Space Schools. 1972, 9p. ED 073 065.

Curriculum Development; *Educational Problems; Elementary Education; *Flexible Facilities; *Open Education; *Open Plan Schools; Primary Education; *Progressive Education; Secondary Education

Several positive actions important to planning and implementing an open-space school on the primary, middle, or secondary level are suggested. The suggestions concern a) the purpose for creating an open-space school, b) staff development and curriculum planning, c) specialized training for administrative staff, d) staff development or curriculum development workshops

for potential faculty members, e) the need for a unified philosophy and statement of goals and functions, f) provision of adequate time for curriculum development, g) the need for a student development week at the start of school, h) the encouragement of community involvement and i) the need for evaluation every month or six weeks. The appendix presents problems posed by open-space facilities.

37. George, Paul S.; And Others. The Learning Centers Approach to Instruction. 1973, 34p. ED 080 518.

*Discovery Learning; Elementary Grades; *Learning; *Learning Activities; Learning Motivation; *Open Education; *Study Centers

The learning center is a place for using and storing materials that relate to a special interest or curriculum area. It is a place where the students, after consulting with the teacher, may go to work; where ideas, materials, and activities are presented on a variety of levels of difficulty. Teachers, however, must first decide what the role of the learning center will be in their instructional program. Are they going to use the center primarily for remediation, enrichment, motivation, short courses, or as the major instructional strategy? There are many themes a center might have; a theme on the study of flight could include an exploration of bird wings (identification of bones and their functions, statistical tables of length and weight) and the making and testing of paper airplanes; a listening and viewing center could be set up for students to view examples of flight and then discuss what they have seen. (An appendix is included that describes and graphically outlines a variety of learning centers.)

Also available from: W. F. Breivogel, Executive Secretary, Florida Educational Research and Development Council, Coll. of Education, University of Florida, Gainsville, Fla. 32611 ($1.00)

38. George, Peggy, Ed. In Touch. Dedicated to the Education of Young Children. Volume II, Number 3. 1973, 49p. ED 079 207.

Inservice Education; *Instructional Innovation; *Newsletters; *Open Education; Preservice Education; School Community Relationship; Self Directed Classrooms; *Teacher Education

This quarterly newsletter is intended primarily for Staff Development Cooperative participants (participants of an inservice teacher education internship program). However, information and ideas on the topic of integrated day education (open education) would be of interest to other educators not connected with the project. The newsletter provides news about a variety of classrooms which are part of the program and offers specific, practical ideas, activities, and guidelines for implementation in the classroom, and lists numerous available resources. In addition, two sections are included to keep in touch with teacher interns and with the community. This issue includes a description of two different teacher education programs at the University of Massachusetts, Amherst, Massachusetts: 1) Integrated Day Program (including METEP -- Graduate and Undergraduate) and 2) Teacher Education Program at Marks Meadow (TEPAM -- Undergraduate only).

Also available from: In Touch, Room 224, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($3.00 yearly)

39. George, Phil. The Roosevelt Program: Changing Patterns in Education at Roosevelt Junior High School. Oregon School Study Council Bulletin, Volume 16, Number 6. 1973, 25p. ED 075 901.

Decision Making Skills; *Educational Change; *Educational Innovation; Educational Philosophy; Elective Subjects; *Experimental Programs; Flexible Scheduling; Junior High Schools; Nongraded System; *Open Education; Parent Participation; Parent School Relationship; Program Development; *Program Evaluation; Quarter System; Student Motivation; Student Participation; Student Teacher Relationship

This Bulletin is about sweeping changes that were put into effect at Roosevelt Junior High School in Eugene. It outlines some of the philosophy and ideas which generated these changes, explains how the new program was initiated, traces the development of the program through its first 3-year experimental period, and presents some major points brought out in the program's evaluation.

Also available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

40. Goldupp, Ocea. An Investigation of Independent Child Behavior in the Open Classroom: The Classroom Attitude Observation Schedule. 1972, 49p. ED 073 828.

Behavior Patterns; *Behavior Rating Scales; *Classroom Observation Techniques; Disadvantaged Youth; *Open Education; Preschool Education; Preschool Learning; *Preschool Programs; Student Behavior; Technical Reports

The Classroom Attitude Observation Schedule was developed and Field tested for study of independent child behavior in the open classroom. Eight Head Start classrooms were used for field testing, six of which used the Tucson Early Education Model curriculum and two of which, for comparison, used local curricula. Procedures involved observing and recording into mutually exclusive activity categories the location of children and adults at two-minute intervals over a thirty-six minute free-choice period. Incidents of inappropriate behavior were also recorded. During the middle twelve minutes all adults except the observer left the classroom. The procedure demonstrated sensitivity to changes in child behavior during teacher absence. Comparison classrooms had significantly more incidents of inappropriate behavior during teacher absence than during teacher presence. TEEM classrooms maintained a stable pattern of behavior throughout the observation period. The system was concluded to be extremely useful in assessment of independent learning behavior of children in large groups and should transfer easily to other open classroom settings.

41. Graham, M. Robert, Ed. Michigan Council of Teachers of English, Ann Arbor. 1972, 64p. ED 088 075.

Document not available from EDRS.

College Students; Dramatic Play; Elementary Grades; *English Instruction; Humanities; Individualized Instruction; Junior High Schools; Language Instruction; *Language Skills; *Open Education; Secondary Grades; *Teaching Techniques

This collection of articles discusses various ways of teaching English to college, high school, and elementary students. The contents include: -"Values in Today's Society: A Non-Lecture Composition Course", which discusses ways that college students are encouraged to participate in and direct class discussions; "Gambits: A Teacher Centered Language Game," which suggests activities teachers can use to teach semantics,

grammar-syntax, creative thinking, and spelling in an individualized manner; "Immediate Steps to Open Up a Traditional Classroom," which looks at ways to implement an open classroom approach; "Somewhere Over the Rainbow, or Humanities: Another Alternative," which discusses the development of a freshman and sophomore high school humanities program; "The Hardy Boys' Magic Device or the Secret Adventures of Tom and Paul," which discusses dramatic activities used with fifth grade students; "An Open Door in the Primary," which relates the experience of a teacher in individualizing teaching within the framework of a traditional classroom structure; "Getting to Know You," which suggests ways teachers can provide students opportunities to select their own topics for writing; "Oracy? That Sounds Like a Disease," which discusses the teaching of oracy; and "Trial of Hansel and Gretel: A Language Arts Experience," which suggests ways to use the inquiry technique with old tales.

Availability: National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00242, $2.00 non-member, $1.90 member)

42. Grapko, Michael F. A Comparison of Open Space and Traditional Classroom Structures According to Independence Measures in Children, Teachers' Awareness of Children's Personality Variables, and Children's Academic Progress. Final Report. 1972, 35p. ED 088 180.

*Academic Achievement; *Comparative Analysis; Elementary Schools; *Open Plan Schools; *Personality Development; School Design; Security; Student Teacher Relationship; Test Results; *Traditional Schools

The project attempted to discern the possible resulting effects on children and teachers from major structural changes in the design of classroom space. Three assumptions were tested: (1) children will assume greater initiative in resource use, (2) teachers get to know the children better, and (3) team teaching in open space classrooms contributes to better academic success. For this study, two schools were selected that resemble each other in a number of variables to minimize effects from socioeconomic, racial, or ethnic differences; mobility of families; or length of membership in the community. Study data were collected through (1) a Child Study Security Test, administered to all subject children on two occasions; (2) a teacher rating questionnaire and a correlation matrix; (3) scores of four subtests of the Canadian Test of Basic Skills; and (4) student I.Q. scores. The findings indicate,

in part, that while a general improvement was shown in security, consistency, and independence scores for some students, each grade level in both schools showed a constancy or stability for each of the three security measures; the belief that students in open space classrooms increase in developing their feelings of self-confidence, work habits, and desire to work independently was not supported; teachers working in open space classrooms show some slight advantage over teachers in traditional classrooms in their ability to rate students in accordance with children's self description on a personality test; and that, based on tests of grade six students, students in traditional classrooms do better academically.

43. Greene, John F.; And Others. The Open Curriculum and Selection of Qualified Staff: Instrument Validation. 1973, 8p. ED 075 898.

Demography; Educational Research; Elementary Schools; Factor Analysis; *Measurement Instruments; *Open Education; *Personnel Selection; *Predictive Validity; Research Methodology; Speeches; *Statistical Analysis; Teacher Selection

The impact of open education on today's curriculum has been extensive. Of the many requests for research in this area, none is more important than instrument validation. This study examines the internal structure of Barth's Assumptions about Learning and Knowledge scale and explores its relationship to established "progressivism" and "traditionalism" scales and demographic variables. Barth's scale and Education Scale VII were administered to 149 subjects. Item and factor analysis yielded support for Barth's scale. As hypothesized, the scale correlated significantly with Education Scale VII. No relationships were found with the demographic variables considered.

44. Hammerstein, Jean T. Project CREATES -- Exploratory Learning Center: Report of Final Project Year. End of Project Report. 1973, 95p. ED 085 836.

*Alternative Schools; *Discovery Learning; Educational Innovation; Educational Philosophy; Elementary Schools; *Evaluation Techniques; Learning Laboratories; *Open Education; Open Plan Schools; *Program Evaluation; Teacher Aides; Teacher Role

Project CREATES, an open school within the framework of a public school system, has been an attempt to develop a unique educational program with emphasis on role development of personnel and curriculum development. It is seen by parents and children as an important alternative to the self-contained classroom concept of education. Its goals have centered on the continuing development of new roles for teachers; defining and disseminating the processes of developing an open school; and promoting students' awareness of the total environment, sense of exploration, and skill development. The ultimate goal has been to demonstrate that working with children in more open ways is an effective way of achieving skills and attitudes valued in our society. In attempting to summarize the outcomes of the Project, this report deals both with the final project year under ESEA Title III, and with the total 3-year project period. References to the total project period are identified as such. The program has continued to change over the 3-year project period, responsive to needs of students and staff. These changes have been documented as they occurred. The program will continue to evolve as in the past, adjusting to continuation without the advantage of Title III funds. (Poor copy, especially pages 83-85.)

45. Hawkins, Donald E.; Vinton, Dennis A. The Environmental Classroom. 1973, 374p. ED 075 994.

Document not available from EDRS.

Anthologies; *Ecology; *Educational Environment; *Educational Innovation; Educational Philosophy; *Environmental Education; Guides; Open Education; *Open Plan Schools; Simulated Environment

Two modern crises--in education and ecology--can both be alleviated by adopting an "environmental classroom"; that is, by moving from the traditional schoolroom to closer contact with the world outside. The first part of the volume examines traditional approaches to education and then moves step by step to innovative ones, such as using the urban environment as an educational problem setting and using real environments outside the school. The second section includes reading selections meant to stimulate thought about the environment and educational alternatives. These selections are by authors like Margaret Mead and Ivan Illich.

Availability: Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

46. Hearn, D. Dwain, Ed.; And Others. Current Research and Perspectives in Open Education: A Research Review From EKNE. 1973, 173p. ED 076 509.

Conference Reports; *Early Childhood Education; Educational Research; *Elementary Education; *Open Education; Professional Personnel; Progressive Education

This document stimulates further study of open education. The publication is an edited version of selected presentations and panels of the American Association of Elementary-Kindergarten-Nursery Educators' National Research Conference on Open Education. Conference papers include the following: "Current Research in Open Informal Education;" "Search and Research;" "Research and Assessment Strategy;" "Open Education and Internal Locus of Control;" "Practical Applications of Research." Two additional papers presented by the Directors of the ERIC Clearinghouse on Early Childhood Education concern problems and issues on research on open education and preparing educational personnel for open schools.

47. Heimgartner, Norman Louis. A Comparative Study of Self-Concept: Open Space Versus Self-Contained Classroom. 1972, 49p. ED 069 389.

*Classroom Design; Comparative Analysis; Environmental Influences; Flexible Classrooms; *Identification (Psychological); *Open Plan Schools; Permissive Environment; Personality; School Design; *Self Concept

A determination was made of whether any change occurred in the self-concept of children in the open space environment as compared to the change of self-concept of children in a self-contained environment. A total of 216 children, part from an open space environment school and the others from self-contained classrooms at grade levels with one teacher per grade level, were administered the Self-Social Symbols Tasks and the Children's Self-Social Constructs Tests. From the data collected, it was concluded that: 1) children in open space have greater identification with the group than the children in self-contained classrooms; 2) children in open space have an increase in self-esteem while children in self-contained classrooms demonstrated a loss; 3) children in open space do not view themselves differently in the relationship of their size to that of an adult; and 4) children in open space do not identify with any one particular teacher.

48. Helburn, Nicholas. Free/Open Schools. 1973, 32p. ED 081 650.

*Alternative Schools; Annotated Bibliographies; Comparative Analysis; *Educational Change; *Educational Development; *Educational Problems; Experimental Schools; *Open Education; Resource Guides; Traditional Schools

This paper describes the educational movement toward alternative schools and suggests further sources of information concerning this change in American education. Following an analytical comparison of open and traditional schools, the author discusses some of the most important perceived problems related to open schools. Problems noted are financing, staffing, difficult students and parents, noise levels in open areas, personal space, attendance and advising, and reentry into traditional schools. An annotated bibliography includes not only related printed material but also a list of organizations that the reader may find helpful in further explorations related to free and open schools. Information is provided to the user concerning the availability of some of the documents from the ERIC microfiche collection.

Also available from: Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($1.15, order number 154)

49. Irwin, Martha; Russell, Wilma. The Community Is the Classroom. 1971, 131p. ED 082 293.

Document not available from EDRS.

Comparative Analysis; Cooperative Planning; *Elementary Grades; Instructional Improvement; Learning Motivation; *Open Education; Problem Solving; *Relevance (Education); Resource Allocations; *School Community Relationship; Student Centered Curriculum; Student Participation; Teacher Centers; Teacher Education; *Urban Areas

In this book, the authors document experiences that indicate that the open classroom -- the community itself -- constitutes distinct advantages over standard concepts. Using many actual cases, the authors show how students facing the realities of life -- particularly in urban areas -- provide their own and satisfactory answers to problems. According to the authors, it is in the open classroom (defined as the community) that skills and knowledge are not seen as ends in themselves; but where learning becomes fused into the student's consciousness as a series of solutions to the problems presented by

life itself. They contend that community-centered instructional programs achieve a significant improvement in speed, retention, and relevancy factors. Examples are used to detail how the community-centered classroom is an answer to the oft-repeated urge to make education relevant.

Availability: Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640 ($5.95)

50. Jekel, Jerome R.; Johnson, Robert E. Alternatives in Education -- 54 Approaches. 1973, 171p. ED 086 613.

Educational Innovation; Educational Philosophy; Elementary Education; Higher Education; Individualized Programs; *Open Education; Secondary Education; Self Directed Classrooms; *Student Centered Curriculum, Taxonomy; *Teaching Procedures; *Teaching Techniques

Fifty-four approaches identify ways by which students can learn, methods for teachers to employ, and approaches to a sequence of studies. A statement of philosophy notes the book's goal of providing a transition from individualized instruction to personalized instruction. The purpose, needs, philosophy and objectives of the open studies program demonstrate how each student is exposed to the three essentials of any educational program: self direction, decision making, and problem solving. The authors developed this open studies program for the college level, but its application extends to elementary and secondary levels. The authors present an interpretation of various taxonomies and diagram a continum for the innovative teacher. Each of the fifty-four approaches is described in a three or four page format containing a statement of purpose, approach, description, an example, procedures, hints, and evaluation. The approaches range from apprentice, behavior modification and creative dramatics approaches to independent study, media, and national projects approaches. Aside from approaches involving field trips, gaming, and interest centers, there are also those based on psychodrama, seminars, and student contract. The traditional, team teaching and thematic approaches are included along with value, vacation, and travel approaches. A related document is ED 063 752.

Also available from: J. R. Jekel, Mary College, Bismark, N.D. 58501 ($2.50 + $.50 handling. Discount by quantity according to individual arrangement)

51. Joiner, Lee M. St. Paul Open School: The St. Paul Public Schools Independent School District Number 625. Evaluation Report, August 1972. Final Report. 1972, 82p. ED 072 133.

Decision Making; Educational Objectives; *Educational Philosophy; Elementary Schools; Individualized Instruction; Kindergarten; *Open Education; *Open Plan Schools; *Program Evaluation; Secondary Schools; Student Participation; Student Teacher Relationship

The St. Paul Open School, funded in part under Title III of the 1965 Elementary Secondary Education Act, is a non-graded kindergarten through twelfth grade school where students progress at their own rate of speed in each area of learning. It is child-centered rather than subject-centered, with the emphasis on learning rather than teaching; on cooperation, not competition, with imaginative and flexible teachers acting as guides, counselors, and facilitators rather than lecturers, authoritarians, and examiners. Instruction and evaluation are individualized for the approximately 500 student participants. There are few, if any, "required" courses of study at any level. The basic skills are still important, of course, particularly for the younger students. A wide range of student decision-making includes a choice of adviser, teachers, classes, activities, and educational goals. Many individual and small-group activities occur rather than large groups of children doing the same thing at the same time. Students have the opportunity to interact with students of various ages and backgrounds for different activities. Outside resources such as art centers, businesses, and factories are used extensively, particularly by the older students. The design of the Open School includes three types of areas: quiet, semi-quiet, and active. There is a large resource area serving as a library. Strong involvement of parents in encouraged.

52. Katz, Lilian G. Research on Open Education: Problems and Issues. 1972, 24p. ED 068 202

Child Development; *Classroom Design; Comparative Analysis; Early Childhood Education; Educational Research; *Educational Specifications; *Flexible Classrooms; Learning Motivation; *Open Plan Schools; Preschool Programs; School Design; *Student Teacher Relationship; Teacher Role; Technical Reports; Traditional Schools

An observer's views of open-informal education and its central issues are presented in view of increasing interest in opening up classroom procedures and activities. The problems in defining open education are noted, but, in general, the events, relationships, activities and materials in the classroom are seen as being neither standardized nor routinized. Dimensions of classroom practices take into account space, activities of children, locus of activity selection by teacher or child, content or topics, time, and teacher-child relationships. The teacher's role is seen to be an authoritative one. The open-informal methods' promise of co-occurring achievements of academic, intellectual, and personal growth in children is considered to be of major significance. Proposals for research and development efforts include focusing on preschool and primary education, opening classes which are now traditional or formal rather than opening up new experimental schools and classes, and examining the teachers role and attitudes more closely.

Also available from: Publications Office/IREC, College of Education/University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 ($0.45)

53. Keislar, Evan R.; Luckenbill, Maryann. A Learning Center on the Lever for Young Children. 1973, 13p. ED 084 016

Activity Learning; Curriculum; *Educational Games; Elementary Science; *Kindergarten; *Learning Laboratories; *Mechanics (Physics); *Open Education; Preschool Children; Social Relations

This document describes a project designed to explore the possibilities of children's learning in mechanics. The principle of the lever, one example of a simple machine, was used in the form of a balance toy. The apparatus was set up as a game in a specially devised learning center. The children made non-verbal predictions as to which way the bar would tilt when various weights were placed at either end. After completion of a pilot study, 22 kindergarten children were chosen as subjects. Half of the groups received orientation to provide a clear replicable procedure for introducing the materials. A criterion test was developed. The apparatus was then placed in the classroom with no restrictions as to who could use it or for how long. Observers noted the children's behavior, recording anecdotal information and use of the balance. On the fourth day, all children were posttested. Results indicated that both groups (with or without orientation) performed similarly on the posttest. Discussion centered on the use

of learning centers in open classrooms for facilitating learning, and the possibilities of teaching scientific principles to young children.

54. Killough, Charles Kyle. An Analysis of the Longitudinal Effects That A Nongraded Elementary Program, Conducted in An Open-Space School, Had on the Cognitive Achievement of Pupils. 1971, 113p. FD 067 726
Document not available from EDRS.

Academic Achievement; *Achievement Gains; Achievement Tests; Analysis of Variance; Arthimetic; *Cognitive Development; Concept Formation; *Elementary Schools; Factor Analysis; Longitudinal Studies; *Nongraded Primary System; *Open Plan Schools; Reading Tests; Research Methodology; School Organization; Sex Differences; Test Results; Vocabulary Development

This study was aimed at providing statistical and experiential descriptive data of value to those concerned with the type of elementary school organizational structure and facility that best serves individualized learning. Test subjects consisted of 70 boys and 62 girls enrolled in or graduated from a traditional elementary school program and facility. Subjects were randomly selected from four elementary schools of the same school system and administered pre-tests at study onset and post-tests after each of the three years of the study. Factorial analysis of variance was used to analyze the independent and interactive effects that sex and type of school program had on the dependent variables of arithmetic reasoning, concepts, and computation; reading comprehension; and vocabulary. Significant effects indicated that after at least two years in the Nongraded Open Space Elementary School Program, pupils had made significantly better achievement gains in most cognitive areas than had their counterparts in another type of program and facility. These effects continued during the third year. One chapter of this document contains reviews of selected studies regarding individual differences among elementary schools, vertical organization for elementary pupils and for their instruction, and national trends in elementary school organization. A statistical analysis of study results and a selected bibliography are also included.

Availability: University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-2265, MF $4.00, Xerography $10.00)

55. Kirschenbaum, Howard. What Is Humanistic Education? 1972, 2p. ED 076 556
Document not available from EDRS.

Curriculum Development; * Curriculum Evaluation; *Humanism; *Open Education; *Relevance (Education); Student Interests; *Student Needs

This paper briefly outlines the author's thoughts on what is humanistic education. By observing various curricula and projects purporting to be humanistic, the author describes three types of approaches: a) humanistic content curricula, or, courses dealing with specific areas of human concern; b) humanistic process curricula, or, learning skills related to chosen life's work; and c) humanistic school structures, or, curricula emphasizing alternatives to traditional teacher-directed schoolrooms. Also, student control of curriculum student felt concerns, life skills, self-evaluation, and teacher as facilitator are mentioned and detailed as five goals for humanistic curricula.

Availability: Adirondack Mountain Humanistic Education Center, Upper Jay, New York 12987 ($.10)

56. Kleparchuk, Harry. Supervisory Services Considered Desirable by Teachers and Principals in "Open Space" Elementary Schools. 1970, 34p. ED 081 074

*Administrator Attitudes; Bibliographies; *Elementary Schools; Elementary School Supervisors; Grade 4; Grade 5; Grade 6; *Open Plan Schools; Principals; Questionnaires; School Design; *Supervision; Supervisory Activities; Supervisory Methods; Tables (Data); *Teacher Attitudes

The purpose of this study was to determine the nature of the supervisory functions that both teachers and principals of "open space" elementary schools in the Edmonton Public School System consider desirable in order to improve classroom instruction. A 77-item questionnaire was sent to the principals as well as to the 4th, 5th, and 6th grade teachers under their supervision to elicit their opinions and observations. As a result, the author makes several recommendations for improved supervision, which principals and teachers in all schools might consider. For example, he feels that staff members should focus on cooperation, involvement, collaboration, and communication in their daily interaction; that principals should give teachers more responsibility and authority for making decisions which

directly affect teaching and learning; the threat of classroom visitations as a supervisory technique should be removed; demonstration teaching should be considered as a useful technique; and the principals should help teachers achieve a sense of worth and dignity in their work.

Also available from: Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00)

57. Kohler, P. Terence. A Comparison of Open and Traditional Education: Conditions That Promote Self-Concept. 1972, 12p. ED 075 903

Educational Research; *Open Education; Research Methodology; *Self Concept; *Self Concept Tests; Sex Differences; Speeches; Statistical Analysis; *Traditional Schools

The study tests hypotheses derived from the proposition that open education promotes self-concept. The Sear's Self-Concept Inventory, yielding scores in six self-concept "areas" was administered to 316 students, ages 9 to 12, from six suburban schools. The Walberg-Thomas Scales rated each school as to degree of openness. No significant difference in any of the six "areas" of self-concept was found between students in the open and those in the traditional groups. Significant differences in total self-concept were found between males in open and traditional schools, between males and females in open schools, and between open schools. No correlations were found between a school's openness and the students' self-concept.

58. Kosower, Evie; And Others. A Guide to the Open Classroom. 1972, 5p. ED 072 849

Alternative Schools; Class Management; Classroom Environment; *Classroom Observation; Techniques; Cognitive Objectives; Discovery Learning; Elementary Education; *Elementary Grades; *Guides; Observation; *Open Education; Student Behavior; Teacher Behavior

This guide is designed to help observers of open classrooms find the approach to elementary education. Checklists of characteristics are provided under the topics of ambience, teacher behavior, pupil behavior, cognitive, and organization.

59. Lassiter, Frank. Equipment and Furniture Guidelines for Open-Plan Middle and High Schools. 1972, 11p. ED 073 538

*Classroom Furniture; *Educational Equipment; *Facility Guidelines; *Flexible Classrooms; High Schools; Middle Schools; Open Education; *Open Plan Schools; Purchasing

The flexibility of open-plan space and the goals of an open education have implications for the development of furniture and equipment lists. A suggested furniture and equipment list that has been developed for one team group in one academic cluster in an academic area is presented. The selections aim at providing a wide variety of working surfaces and seating arrangements. Movable equipment needs are subdivided into work surfaces, seating, storage, display, chalkboard (tack board), and movable partitions (area screen). A related document is ED 073 539.

60. Lassiter, Frank. Equipping the Open-Plan School, Equipping for Open Education. 1972, 13p. ED 073 539

Educational Environment; *Educational Equipment; *Facility Guidelines; *Flexible Facilities; Furniture Arrangement; Movable Partitions; *Open Education; *Open Plan Schools; Storage; Student Needs

The performance specifications of furniture and equipment for open education and open-plan schools differ from conventional classroom furniture in that it must be easily moved, have a range of dimensions, contain multipurpose interchangeable components, and be designed to accommodate a variety of student/teacher uses. The author suggests some solutions to specific problems in the areas of seating, work surfaces, and storage and display. Some suggestions are also provided for (1) mobile partitions (to define space), (2) storage (mobile), (3) seating, (4) work surfaces, (5) teacher stations, and (6) play. A related document is ED 073 538.

61. LeBaron, John F. Television: A Vehicle for Community-Based Environmental Learning. 1973, 22p. ED 083 828

*Cable Television; *Community Involvement; *Open Education; Student Developed Materials; *Technological Advancement; Video Cassette Systems; Video Equipment; *Video Tape Recordings

The advent of low cost, easy to use half-inch videotape systems, and the burgeoning of cable television operations throughout the continent have given teachers and children two very powerful tools which allow the students to explore the community and also give the community fresh insights into the lives of children from the point of view of the children themselves. Teachers can help their students explore the community environment by using basic sources of information, like the local newspaper, town community center, television station, radio. The information which these sources provide can be gathered, organized, and reported through the use of video Portapak, a small television studio, or both by task forces of children. Cable television is generally an easily accessible, convenient vehicle for broadcast of completed videotapes. A list of the equipment that the task forces of children will need for their program is included.

62. LeBaron, John. Video, Television and the Open Classroom. 1973, 19p. ED 077 216

*Cable Television; Community Antennas; *Open Education; Production Techniques; Student Developed Materials; *Technological Advancement; Television; *Video Tape Recordings

The assumptions behind open education, when applied to television, suggest that children should create their own television programs based on their interests and experiences and that these programs should be disseminated widely. The availability of videotape systems and the rapid development of community cable television (CATV) makes these ideas possible, providing that the open education classroom teacher can be helped to understand the utility of the technology and to help students become television producers. Unique possibilities offered by video for curriculum building can be seen in enrichment verbal skills and language arts, in social studies, in science and math, in the arts, and in self-understanding and interpersonal communication. The cablecasting of child-produced programs via community CATV should help to produce pride and a sense of efficacy in the children. The costs and equipment needed for a "bare essentials" system are minimal, and the imaginative teacher with active children will be able to work effectively even if limited to Portapak work.

63. Lickona, Thomas; And Others. Project Change: Open Education for Teachers and Children. 1972, 98p. ED 083 140

*Early Childhood Education; Educational Development; *Inservice Teacher Education; *Interdisciplinary Approach; *Open Education; Paraprofessional School Peronnel; *Performance Based Teacher Education; Student Projects; Teacher Programs

Project Change is an early childhood (ages 3-9) teacher education program at the State University of New York College at Cortland. Presently supported by U. S. Office of Education funding but guaranteed permanent institutionization by the college, the project seeks to train effective open classroom teachers in central New York through a master's program that combines performance-based training and open education. As part of a special emphasis on developing teachers as leaders of change in their schools, the program includes a variety of innovative in-service education activities, including the intensive training of 10 professional/paraprofessional early childhood teams nominated each year by area schools. The program stresses the creation of school-community support systems for change and the development of Cortland College as an open education resource center for public schools in the region. An appendix on coping with individual differences in the classroom is included. The agenda from 3-day workshop entitled "Education: Increasing Alternatives for Teachers and Children" is also presented.

64. Lickona, Thomas. The Psychology of Choice. 1971, 19p. ED 082 830.

Achievement; Child Rearing; Classroom Environment; *Decision Making; *Early Childhood Education; *Educational Objectives; Literature Reviews; *Locus of Control; Motivation; *Open Education; Teacher Behavior

A basic quality of the open classroom is that children are encouraged to make choices. Psychological rationales for allowing children to make choices are taken from psychological theory: (1) the objective of education, stated by Piaget and others, is to develop creative and independent thinkers; (2) children are intrinsically motivated to learn; (3) children can learn on their own, as demonstrated by language acquisition; (4) children learn best what interests them; (5) teachers become more effective if children help program and pace their learning; and (6) control over one's environment has beneficial affective results, including the reduction of anxiety. Evidence supporting the rationales is based on: (1) studies of classroom climate, in

which emotional atmosphere of a classroom has been shown to affect learning and social behavior in the students; (2) the Coleman Report of 1966, which concluded that self-concept and locus of control factors influenced achievement much more than school resources; (3) childrearing studies; and (4) comparisons of achievements and attitudes of students from different kinds of schools.

65. Lueders-Salmon, Erika. The Active Classroom: A Comparison of Team-Teaching and Self-Contained-Classroom Schools. Technical Report No. 31. 1972, 106p. ED 074 069.

*Class Management; *Classroom Environment; Elementary Education; Open Education; *Open Plan Schools; *Self Contained Classrooms; *Team Teaching

This study assessed the environment children experience, rather than their academic achievement or personal adjustment. Measures of child activity were related to type of school, architecture, size of teaching team, a measure of teacher attitude, and other variables. A new instrument was developed for scoring the activities children were engaged in, the groups children worked in, and the amount children moved. An original questionnaire measured teacher and principal "control orientation" in order to determine respondents' beliefs about formal control of children. A sample of 22 collegiate teams in 11 open-space schools and 11 teachers in 7 schools with self-contained classrooms was observed. Results indicated that structure, as well as ideology, has major effects on the child's environment in elementary school; in particular, children in open-space schools were much more active than those in self-contained classrooms. (A 46-item bibliography and appendixes, with related research material, are included.)

66. Macdonald, James B.; And Others. Reschooling Society: A Conceptual Model. 1973, 46p. ED 082 288.

Hard copy not available from EDRS.

*Educational Change; *Educational Philosophy; Ethical Values; Futures (of Society); *Humanization; *Models; *Open Education; Self Actualization

Three professors of education examine constructively the kinds of environments, relationships, concepts of content and curriculums, evaluations, and settings for learning that the struggle for humane educational change requires. They propose an alternative model of education that emphasizes values and processes consistent with a commitment to an explicit humanistic ethical concept. The authors contend that learning is the exploring, integrating, and transcending of the immediate experience. Therefore, the learning environment should provide a wide range of options for students and teachers alike; opportunities for action and direct participation by students and teachers at all levels of decisionmaking; and for radically different, individually defined, emerging directions. The schooling model offered here as an alternative to the behavioral objectives model is rooted in explicit value choices and in consistently derived interpretations of the presetn cultural milieu.

Availability: Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17950, $2.00)

67. Mayer, Frederick. Education for a New Society. Fastback Series, No. 24. 1973, 33p. ED 085 898.

Document not available from EDRS.

Curriculum; *Educational Change; *Educational Problems; *Educational Quality; *Futures (of Society); *Open Education; Political Influences; Social Influences; Teachers

Conventional education has impeded human progress. It has had a mistaken sense of values, established systems of evaluation that blocked real learning, and upheld a routine that made the school an experiment in endurance. It has cherished patience rather than enthusiasm and given the teacher mainly a custodial function, so that he has become a servant of the status quo. A new system of education advocated by the author here is infinitely open to stimulus and experience. Deliberately unstructured, such a system would concentrate on the total cultural enterprise and abhor any form of isolation--person, social, political, or economic. The author explains how this system of education could be effected.

Availability: Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback $.50 prepaid, Set of six, $2.00, Quantity and Membership Discounts)

68. McGrady, Donna S. Open Space Elementary Schools: An Annotated Bibliography. 1973, 24p. ED 072 544.

*Annotated Bibliographies; Building Design; *Classroom Furniture; *Elementary Schools; Literature Reviews; Newsletters; *Open Plan Schools; Research; *School Architecture; Space Utilization

This bibliography brings together most of what has been written about open space elementary schools since 1968. The citations are categorized as (1) general, (2) research, (3) schools, (4) furniture, (5) newsletters, or (6) bibliographies. Articles and bound materials are entered alphabetically in the most appropriate section. No attempt was made to include literature dealing with the educational programs that may take place in open space. Prices and addresses have been included when applicable.

Also available from: Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.00)

69. McKinney, James D.; Clifford, Miriam. Behavior Patterns of Mildly Retarded Children in Open Classrooms. 1973, 15p. ED 078 625.

*Academic Achievement; *Behavior Patterns; Childhood; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Open Education; Social Development

The classroom behavior and academic achievement of 32 educable retarded children (EMR) with a mean age of 11.24 years were studied in two types of open classrooms, graded and multi-age, and compared to that in a special education class. The three different instructional environments were found to generate characteristically different patterns of classroom behavior over a four-month interval as measured by time-sampling procedures. The results generally supported the assumption that open-space, integrated classrooms facilitate greater social interaction on the part of EMR students. The frequency of task-relevant behavior was higher in the special education class compared to that found in the two open classrooms. All three groups of EMR children made comparable gains in academic achievement.

Also available from: James D. McKinney, Frank Porter Graham Child Development Center, Highway 54 By-pass, Chapel Hill, North Carolina 27514

70. McLean, A.F.; Hunt, J.J. Individualization of Instruction: A Rationale. Education Monograph No. 1. 1970, 30p. ED 083 167.

Curriculum Design; *Individualized Curriculum; *Individualized Instruction; Individualized Programs; Instructional Media; *Open Education; Programs; School Environment; *Teaching Methods

This document explains the reasoning behind the need for individualized instruction. After a brief description of the task of education and its philosophy, the paper goes on to define the educative process in terms of a number of dimensions and aspects: a) the substantive dimension, or actual curriculum design; b) the procedural dimension, or teaching methods that enhance learning; c) the environmental dimension; d) the physical aspects, or the dimensions of the plant itself; and e) the technological aspects, or the use of various media. Seven figures and a bibliography are included. (For related documents, see ED 083 162 - 166.)

71. McPartland, James; And Others. Student Reactions to the Transition from Open Elementary School to Junior High School: A Case Study. 1972, 34p. ED 069 040.

Attendance; Case Studies; *Comparative Analysis; Discipline; *Elementary School Students; Family (Sociological Unit); Grades (Scholastic); *Junior High School Students; *Open Education; *Student Adjustment; Student Attitudes

This paper reports a case study of 47 students drawn from an open education and a traditional school. After statistically controlling on student background and earlier academic performance, investigators found no significant differences between students from the two schools in adjustment to junior high school as measured by grades, attendance, discipline, and satisfaction with school. Before entering junior high, the open elementary school students had a stronger preference for open school organization than did traditional elementary school students. However, the differences disappeared during the first year in junior high as the students from the traditional elementary school increased their acceptance of the open school organization. General findings indicate that students from open elementary schools see greater similarities between elementary and junior high school than do students from traditional elementary schools. These results are discussed in terms of the diversity of activities and the dominance of authority as organizational properties of schools. Some evidence on how family factors may influence student transition between different stages of school organization is also provided.

72. ModMAP (Modular Multiple Alternatives Program). Program Description 1973-1974. 1973, 6p. ED 083 257.

*Elementary School Teachers; Graduate Study; Individualized Programs; *Inservice Education; Masters Degrees; *Open Education; *Performance Based Teacher Education; *Program Development; Schedule Modules

The Modular Multiple Alternatives Program (ModMaP), being developed at the University of Bridgeport, is the first competency-based, individualized graduate program in teacher education in the state of Connecticut. The program focuses on elementary teacher training and includes both master's and six-year level options. The program provides the students with alternative routes and contains provisions for the in-service education of nondegree-seeking students. The ModMap graduate program is characterized as being a) research based, b) diagnostic, c) prescriptive, d) individualized, e) performance based, f) school and community oriented, g) computer managed, h) modularized, and i) clinical. A process model of ModMap, included in the report, illustrates the stages of the program from admission to final program review and graduation.

73. Morse, Philip S. A Survey of Selected, Public, Elementary Open Classrooms in New York State, Final Report. 1972, 174p. ED 067 747.

Administrator Role; Classroom Environment; Cross Age Teaching; *Discovery Learning; *Elementary Schools; Humanization; Individualized Instruction; Integrated Curriculum; Literature Reviews; Models; Observation; *Open Education; Psychological Needs; *Public Schools; Questionnaires; Student Attitudes; *Student Centered Curriculum; Teacher Role

This study attempts to ascertain the extent to which the classrooms reflect a model of open education. The findings are based on an examination of five classrooms and a supplementary analysis of responses to a questionnaire administered to practitioners in 30 school districts. Each classroom is described in terms of the Rathbone Model of Open Education. Nine separate categories for each classroom are compared to the model. Major results for the five classrooms indicate that (1) although all classrooms provide at least some form of individualized instruction, they offer widely different interpretations of a student as his own agent in the learning process; (2) subject areas are not generally integrated; (3) teachers are enthusiastic about multi-age grouping; (4) competition is more pronounced in those classrooms that emphasize group instruction; (5) most children treat failure as a natural occurrence rather than as a threat;

and (6) the teacher's role varies considerably in the five classrooms. A review of the literature, a bibliography, and samples of the instruments used in the study are included in the report.

74. Nelsen, Jerald. Open Minded, Thought-Filled Education. 1972, 104p. ED 068 166.

*American Indians; Bilingual Students; Centers of Interest; Demonstrations (Educational); Ethnic Groups; Inservice Education; *Migrant Child Education; *Open Education; *Paraprofessional School Personnel; Teaching Methods; Teaching Models

A model adapting the ideas of the British Infant School to the culture of American education is presented. The model presents open education as potentially most useful to Indian and migrant education and incorporates already existing concepts, such as training in linguistics and thought. This document is divided into three parts: (1) development of an undergraduate training program for teachers and paraprofessionals, (2) review of research relating to the effect of choice on the child, and (3) a model incorporating the ideas associated with the British Infant School. This third part proposes that open education relates to divergent problem solving, tempered by the concern for compassion for and understanding of human frailties. The model is developed at the philosophical, conceptual, and goal levels.

Also available from: Washington Center for ECE, Hebeler Building, Central Washington State College, Ellensburg, Washington 98926 ($2.00)

75. Neubert, Ann B. A Way of Learning. A Montessori Manual. 1972, 197p. ED 073 853.

Document not available from EDRS.

Cognitive Development; Early Experience; Educational Innovation; Instructional Materials; *Open Education; Preschool Children; Preschool Education; Preschool Learning; *Preschool Programs; Preschool Teachers; *Self Directed Classrooms; Student Centered Curriculum; Student Teacher Relationship; Teacher Role; *Teaching Guides

This teaching manual for the Montessori method covers the following areas: (1) short survey of Maria Montessori's life and work; (2) beginning concepts of Dr. Montessori's approach; (3) pedagogical methods used in the "children's houses"; (4) reactions to

Dr. Montessori's educational approach at the start of the 20th century; (5) Montessori today; (6) the Montessori philosophy; (7) psychic life of the child; (8) the absorbent mind; (9) the mathematical mind; (10) sensory level, sensitive periods; (11) inner motivation, self-motivation; (12) individual learner, auto-education, self-teaching; (13) inner discipline, freedom; (14) sequential learning; (15) the prepared environment; (16) approach to the child; (17) the teacher; (18) the roles of the teacher; (19) the interrelationships: child/teacher/environment; (20) orientation through order; (21) ground rules; (22) the fundamental lesson; (23) the three-period lesson; (24) the lesson plan; (25) points of interest; (26) control of error; (27) how to prepare learning materials; (28) how to display learning materials; and (29) observation.

Availability: The American Montessori Society, 175 Fifth Ave., New York. New York 10010 ($8.50, paper; 10% discount on orders of 10 or more copies)

76. Nyquist, Edwald B., Ed.; Hawes, Gene R., Ed. Open Education. A Sourcebook for Parents and Teachers. 1972, 399p. ED 078 642.

Document not available from EDRS.

*Alternative Schools; *Discovery Learning; Elementary Grades; *Experimental Schools; Individualized Programs, Intermediate Grades; *Open Education; *Progressive Education

Open education, or informal schooling, is a growing educational trend in the United States. This sourcebook is made up of chapters by many different authors describing open education, how it functions, actual experiences with open education so far, and the basic philosophy and scientific findings behind open education.

Availability: Bantam Books, Inc., 666 Fifth Avenue, New York, N.Y. 10019 ($1.95)

77. Oldridge, O.A. Overlander: A Study of Instructional Innovation Involving Beginning Teachers Attempting to Nongrade an Open-Area Elementary School. 1972, 47p. ED 068 442.

*Beginning Teachers; Educational Innovation; Elementary Education; *Instructional Innovation; *Nongraded System; *Open Education; *Open Plan Schools; Program Descriptions

This report describes an instructional innovation program involving beginning teachers attempting to nongrade the Overlander Elementary School, British Columbia, Canada. Teacher training included weekly seminars, a weekend sensitivity experience, and a trip to California to observe schools operating under the nongraded system. The seminars centered around the ideas of nongrading, continuous progress, team-teaching, and open-area schools. Evaluation of the program involved student, parent, and staff response to questionnaires. Further evaluation was completed by two educators retained to provide a descriptive analysis of the school. Seven tentative conclusions are presented; further observations and conclusions will be made when the program is operating as completely as possible. Recommendations for further study are suggested. The appendix includes a building plan.

78. Open Schools and the Teacher. 1973, 4p. ED 076 560.

Experimental Schools; *Open Education; *Student Centered Curriculum; *Teaching Methods; *Teaching Procedures; Teaching Programs

A necessary consequence of openness in schools is the abandonment of rigidly prescribed curricular programs. Requirements of an "open schools" program include the open behavior of a teacher, which will come voluntarily or not at all, and informed, involved, and supportive parents. The limited research to date indicates that student goals, motivation, enthusiasm, and indepedence are enlarged in an open setting. But open classroom cannot simply be transplanted from one setting to another; they must be original efforts. The National Education Association supports the efforts of any teacher attempting to incorporate, within school policy, open school behavior and activities in his classroom. (A bibliography is included.)

79. Open-Area Schools. Report of a CEA Study. 1973, 40p. ED 083 699.

Document not available from EDRS.

Elementary Schools; Individualized Instruction; Nongraded System; *Open Plan Schools; *Questionnaires; *Research; School Surveys; Team Teaching

A committee of educators and some Canadian Education Association staff designed a questionnaire that was sent to 63 school systems across Canada to elicit information concerning the prevalence of open plan schools, whether or not school systems were finding

the open space concept an improvement over the traditional mode, and some personal opinions about open plan classrooms from those who used them. After studying the replies, committee members made site visits to 19 of the 90.5 percent responding school systems. Study and site visit findings reveal that open space is now most common at grade 1-6 levels, and that the two most common complaints are that teaching in open space puts greater pressure on the teacher who is "on stage," and maintenance is more of a problem than in older buildings. However, findings also revealed that the benefits outweighed the disadvantages. Team teaching, multi-aged and multi-level grouping, increased use of the library resource center, and individual and small group instruction were all considered favorable benefits. The questionnaire used in the study is reproduced in its final version.

Availability: Canadian Education Association, 252 Bloor Street West, Toronto, Ontario M5S 1V5 (Canada) ($2.50)

80. Orton, Peter; Dickison, Wayne. Change to Open Education. Two Schools in the Process. 1972, 38p. ED 083 722.

Hard copy not available from EDRS.

Administrator Role; *Alternative Schools; *Case Studies (Education); Curriculum; *Educational Change; Educational Objectives; Elementary Education; *Elementary Schools; Humanization; *Open Education; Parent School Relationship

Case studies describe attempts to develop educational forms that are personally, intellectually, and socially valid in two Massachusetts elementary schools--the Charles River School, a small private school in Dover; and the Parmenter School, a public school. Both schools have tried to reorient the first six or seven years of formal education along the lines of certain British primary schools, variously termed "integrated day" or "open education." It is an approach that attempts to blend several goals of education--intellectual development, individualized instruction, purposive work, and social growth--in a pleasant and cooperative context. Both schools demonstrate an increased concern for human values, particularly in their awareness of the "hidden curriculum," and reflect the growing interest in availability of educational choice and alternatives. In one school, the change process resulted from significant parent involvement; while changes in the other school came about largely through the leadership of the chief administrator.

Availability: National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($1.00)

81. Overview and Evaluation of Project LEM. Innovative Education in Action. 1972, 8p. ED 069 822.

Academic Achievement; Compensatory Education Programs; Core Curriculum; Educational Diagnosis; *Educational Innovation; *Elementary Education; Individualized Instruction; *Open Education; *Program Evaluation; Self Concept; Space Utilization; Student Attitudes; Student Grouping

Project LEM (Learning Experience Module), funded under Title III, Elementary Secondary Education Act, incorporates concepts of an open elementary educational plan, featuring: multi-age, multi-ethnic groupings, individually prescribed instructions, a "core" curriculum, differentiated staffing, and maximum space utilization. These educational components are addressed to meet specific objectives: (1) improving social competence and developing a more positive self-image in each student; (2) improving the reading and arithmetic skills of students; (3) increasing teacher competency--(A) in diagnosing pupil needs, (B) in providing for individual differences, and (C) in creating a wholesome learning environment; (4) engendering significant parent interest and involvement in the school program; (5) developing parental abilities to assist their children; and, (6) utilizing existing facilities to accommodate more students, without increasing costs significantly or lowering the level of the educational program. Teachers in the LEM have been organized into three teams. Each team has one teacher per 25 children, a team leader, and an aide. Emphasis in the "core" curriculum is on creating a variety of learning experiences designed not only to achieve the performance objectives, but also to provide a continuum of incentives to learn.

Also available from: Hillers Elementary School, Longview Avenue, Hackensack, N.J. 07601 (price not available)

82. Reid, Marilyn J. An Evaluation of the Alternate Programs in "Area C" at MacCorkindale School, 1971-72. 1972, 52p. ED 077 954.

*Academic Achievement; Comparative Analysis; Grade 4; Grade 5; Open Education; *Open Plan Schools; *Parent Reaction; *Program Evaluation; Self Contained Classrooms; *Student Attitudes; Tables (Data); Technical Reports

In November, 1971, the 106 Years 4 and 5 pupils of Area C at MacCorkindale School were assigned to two groups--2/3 stayed in the open area and the remainder were moved into a self-contained room within the Area where they could have more structure and direction. This study includes a comparison of Area C pupils

with a control group and an evaluation of the alternative programs within Area C. The self-esteem of Area C pupils was higher than that of pupils in a control group. On the School Sentiment Index, Area C pupils had a more positive attitude toward learning than did pupils in the control group. The attitudes toward school of the open area pupils were more positive than those in the self-contained room on all the concepts except learning. Pupils in the open area had higher reading scores than pupils in the slef-contained room, but their growth rates in reading were very similar. The features of Area C liked most by the pupils were the teachers, the free periods, and the freedom generally. The least-liked aspects were the noise and untidiness. The alternate arrangements in Area C appear to be providing for the differing needs of children and they are being well received by the pupils and their parents. (For related document, see ED 077 955.)

83. Rentfrow, Robert K.; And Others. Development of Situational Task Methodology for the Evaluation of Process Outcomes in the Open Classroom. 1973, 21p. ED 073 837.

*Classroom Observation Techniques; *Disadvantaged Youth; Kindergarten; *Open Education; Preschool Education; Preschool Programs; Primary Grades; *Program Evaluation; *Student Behavior; Teacher Influence; Technical Reports

The purpose of this research was to develop an evaluation technique to assess how effectively children develop as independent learners within classrooms implementing the Tucson Early Education Model. A situational task was chosen in order to gather information about the ongoing open classroom. The Classroom Attitude Observation Schedule was developed to detect pattern shifts in selected process variables in a classroom during the absence of the teacher and other "controlling" adults. The variables are grouping patterns, classroom activities, and inappropriate behaviors. A pilot study of the CAOS was conducted, using six experimental (TEEM) classrooms and two comparison classrooms. The summary dependent variables were mean group size, mean number of children engaged in an activity, inappropriate behavior, mean number of groups, mean number of activities. The summary activity categories were traditional academic activities, nontraditional cognitive learning activities, play and role playing, snacks and management, and nonfocused actitivies. Results showed the CAOS sensitive to pattern shifts. The clearest shift appeared with levels of inappropriate behavior. Children in comparison classrooms displayed more inappropriate behavior during teacher absence than did children in the TEEM classrooms. There were significant differences between teacher absence and

teacher presence in Comparison classrooms but not in TEEM classrooms. The size of groups in which children clustered themselves changed significantly when the teacher was not present.

84. Reschly, D.J.; Sabers, D.L. An Empirical Study of Attitudes Toward Open Education. 1972, 7p. ED 077 074.

*Conventional Instruction; Correlation; Educational Practice; Educational Research; *Open Education; *Progressive Education; *Rating Scales; Speeches; *Teacher Attitudes

In order to evaluate the possibility that open education represents a revival of the progressive education movement, data were gathered on the attitude of experienced teachers toward open, progressive and traditional educational practices. An attitude scale composed of 70 items was administered to a sample of 64 program assistants in the Tucson Early Education Model (TEEM). The data were analyzed through correlational procedures and indicate the high similarity between open education and progressive education, differing only in the respect that open education is less traditional. Among the implications of these data would be the importance of considering the frustrations and problems encountered by the proponents of progressive education.

85. Resnick, Lauren B. Open Education: Some Tasks for Technology. 1972, 28p. ED 078 694.

Discovery Learning; *Educational Change; Educational Objectives; *Educational Technology; *Individualized Instruction; Motivation; *Open Education; Social Change; Student Centered Curriculum; Student Evaluation

While the open education movements and educational technology are often seen as mutually hostile, the challenge in education for the future is to find ways to develop the full range of each individual's capacities and of doing so while putting control of the learning process as much as possible in the learner's hands: for educational technology, the challenge is to apply technological discipline to the problem of developing such learner-controlled educational systems. The implications of learner control for six different aspects of educational systems are discussed in this paper--the choice and definition of educational objectives, the organization and sequencing of objectives, the problem of displaying educational alternatives to the learner, the provision of learner control within a given instructional episode, learner control of motivation, and evaluation of competence.

86. Sargent, Betsye. The Integrated Day in an American School: A Curriculum Report for the Year 1968-69. 1970, 80p. ED 068 156.

Document not available from EDRS.

*Curriculum Development; Early Childhood Education; *Flexible Classrooms; *Instructional Materials; Integrated Activities; *Open Plan Schools; Primary Grades; Self Directed Groups; Space Utilization; Student Developed Materials; Teacher Developed Materials; *Ungraded Primary Programs

A curriculum used in teaching a mixed group of five-, six-, and seven-year olds is presented in chart form which contains sections for each academic area in an ungraded primary classroom. The charts are divided into the following columns: materials, activities, participation, and comments. Room arrangements, shown in diagrams, are the following: writing corner; reading experiences and the library; math corner; painting, clay, and scrap corners; block corner; water play area; dramatic play area. Location, space, and arrangement of materials changed periodically. Special studies carried out, called center of interest, are described as to what the study involved, resources, how it began, method of study, general comment, later extension if applicable, final results if applicable, and along the fringes. The report concludes with a listing of books read by a teacher to a group and poetry read by a teacher to a group. Several photographs of students are provided as illustrations.

Available from: National Association of Independent Schools, Four Liberty Square, Boston, Mass. 0210[illegible] ($2.50)

87. Saxe, Richard W., Ed. Opening the Schools; Alternative Ways of Learning. 1972, 405p. ED 071 384.

Document not available from EDRS.

Alternative Schools; College Credits; *Experimental Schools; Higher Education; *Open Education; Progressive Education; *Urban Schools

The articles in this collection assume that some learning is done better in places other than the classroom. Many selections justify philosophically and psychologically the formation of alternatives. Others present case histories of ongoing experimentation with alternatives at all levels of education. No particular models are advocated. The need for alternatives comes about as students are expressing their dissatisfaction with traditional courses and asking for topics that concentrate on present issues

involving politics, religion, and social conditions and values. They are requesting credit for their participation in services, activities, and experiences that occur outside the classroom. In response to these student demands for change, many schools are initiating innovations in curricula and the learning process. Philadelphia's Parkway Program, Chicago's Metro High School, and the Outward Bound Program are some responses to this situation discussed in this anthology. The book has three sections: the need for alternatives, alternatives in higher education, and public school alternatives.

Available from: McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($5.75)

88. Scandura, Joseph M. Structural Learning and the Optimization of Open Education. Report No. 71. 1973, 16p. ED 081 757.

Class Management; Educational Development; *Educational Improvement; Educational Psychology; *Instructional Design; *Instructional Innovation; *Open Education

This article is based on two main theses: a) qualitative improvements in education will not come about as a result of rhetoric or superficial proposals for solutions made by the so-called new breed or educators, but rather as a result of a deeper understanding of the teaching-learning process and the development and use of new and better principles of educational design; b) theoretical bases for qualitative improvements in educational design already exist and should be used more widely by educators. The paper is subdivided as follows: a) a brief review of the recent history of educational psychology to provide a perspective for later remarks; b) a summary of some of the more immediately relevant portions of a new theory of structural learning; c) a discussion of how the theory might be extended to provide a basis for conceptualizing the teaching-learning process, involving realistic content, and optimizing instruction; d) a taxonomy based on this conceptualization for classifying various types of instruction ranging from the open classroom to more classic examples of classroom management.

89. Scheirer, Mary Ann. A Study of the Effects of Open Classroom Education on Children's Achievement, Self Concepts and Attitudes. 1972, 74p. ED 085 423.

*Academic Achievement; Affective Behavior; *Elementary School Students; *Open Education; *Self Concept; *Student Attitudes; Traditional Schools

This study tested all children (N=1163) in one open classroom school and five "traditional" schools, using Stanford Achievement Tests, the Children's Self Concept Indicator, and the Children's Attitudinal Range Indicator. Data were collected four to five months after the initiation of the open classroom methods, as a preliminary indicator of the effects of these methods. No significant differences in achievement were found between "open" and "traditional" schools, with the effects of intelligence and parental socioeconomic status controlled by covariance methods. Both self concept and attitude toward school were significantly less positive in the "open" school than in the "traditional" schools. These results are viewed as tentative, because of the very limited time elapsed between the introduction of open education and the collection of the data. The self concept and attitudinal measures have been omitted from the Appendix.

90. The School Without Walls. Final Evaluation Report. 1973, 81p. ED 084 712.

*Community Resources; Course Descriptions; Curriculum Enrichment; *Enrichment Activities; *Experimental Programs; Objectives; *Open Education; *Program Evaluation; School Community Relationship; Student Teacher Relationship

The School Without Walls Program represents an attempt by school officials and community participants to expand the richness of the high school learning environment by utilizing the many educational resources in Washington, D.C. found outside the formal classroom setting. It represents an attempt to increase the challenge and interest level of students in the educational process by creating a more realistic educational environment. It was designed to facilitate the educational process by making learning more concrete, increasing the positive attitudes which are highly correlated with learning, and providing more emphasis on individualized educational diagnosis and prescription in the learning process. The evaluation, which brings together under one cover all aspects of the School Without Walls, is based primarily on the stated objectives of the Program and attempts to determine the extent to which the objectives of the Program have been reached. This aim refers to both processes (things done to implement and operate the program) and product objectives (actual behavioral outcomes of students, teachers, etc.). The report describes the objectives of the Program and the Program contents designed to reach these objectives, and presents and discusses data needed to assess each objective. Recommendations based on the data used in this report are presented as part of the evaluation.

91. Schuchat, Theodor. Informal Education: 'Open Classroom' Provokes Change, Controversy. An Education U.S.A. Special Report. 1972, 63p. ED 071 173.

Hard copy not available from EDRS.

Administrator Role; *Case Studies; Educational Change; *Flexible Scheduling; Humanization; *Open Education; *Open Plan Schools; Program Costs; Program Development; Self Actualization; *Self Directed Classrooms; Student Centered Curriculum; Student Teacher Relationship; Teacher Education; Teacher Role

This document defines informal education and discusses some common misconceptions held about what constitutes informal education. The early development of informal education is traced from several theories of child development and learning through its period of trial and error implementation in Great Britain and in the United States. In an effort to discover what it is that constitutes an "informal" classroom, the author examines selected informal classrooms throughout the country and describes how to set up an informal classroom in a formal school by the establishment of resource centers in art, science, language arts, and mathematics. Three chapters deal with the roles of the teacher, the child, and the administrator in informal education. One chapter discusses informal education in secondary schools and provides examples of ongoing programs being implemented at that level. The publication concludes with a discussion of the problems and future prospects of informal education.

Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock 411-12840, $4.00)

92. Sewell, Alan F.; Dornseif, Allan W. Controlled Multivariate Evaluation of Open and Traditional Education at the Junior High School Level. Preliminary Report. 1973, 13p. ED 074 144.

Academic Achievement; Grade 7; Grade 8; *Open Education; *Program Evaluation; Social Development; Speeches; Student Adjustment; Student Attitudes; Technical Reports; *Traditional Schools

A year-long study to evaluate the relative educational outcomes of open and traditional education is being conducted at the O.W. Huth Upper Grade Center, Matteson, Illinois. Midpoint analyses and evaluations of the study are presented. The open plan group includes 140 randomly assigned 7th- and 8th-graders in a single,

specially constructed classroom. An equal number of randomly assigned control students pursue the traditional departmental program. The open plan teachers follow an interdisciplinary curriculum. Pretest, midpoint, and posttest measures are presented in four areas: academic achievement, personal growth, social development, and attitudes.

93. Sibly, Nancy, Comp. Bibliography of Open Classroom Articles. 1972, 3p. ED 069 367.

*Annotated Bibliographies; *Bibliographies; *Booklists; Classroom Design; Flexible Classrooms; Instructional Materials; Interior Space; *Open Plan Schools; School Design

Selected periodicals dealing with the open classroom concept are reviewed and evaluated in this annotated bibliography, which is intended as an introduction to open education for parents and concerned citizens. Technical journals are avoided. Some articles are singled out and rated as good, very good, or excellent. The majority deal with the open classroom in the United States, although others discuss the plan as practiced in Great Britain.

94. Skager, Rodney W.; And Others. Evaluation of the Los Angeles Alternative School: A Report to the Board of Education of the Los Angeles Unified School District. 1973, 128p. ED 085 405.

*Alternative Schools; Elementary Schools; Independent Study; *Open Education; Paraprofessional School Personnel; Parent Reaction; *Program Evaluation; School Environment; School Organization; School Personnel; Secondary Schools

The evaluation of the Los Angeles Alternative School (LAA) was designed to determine whether the school was an alternative school in the sense that it operated under a set of values and related operational principles which differ from those which guide traditional public schools. Anthropological field methods rather than traditional research methology were used to collect the data. The major findings were: (1) test scores did not reveal any overall shifts in achievement either above or below the level expected on the basis of prior performance. (2) Instruction was characterized by freedom of choice for the student. (3) Most parents planned to re-enroll their children in the school. (4) The primary sources of parental dissatisfaction were a disagreement concerning instructional philosophy and the teaching strategies designed to develop a sense of personal responsibility and independence in the students. (5) Decision-making at the school is extensively democratized. (6) The role of the principal

is that of a coordinator or facilitator rather than that of an authority or power figure. Instructional leadership was excluded from the role of the principal. (7) There was no satisfactory method for regularly monitoring student progress or for reporting progress to parents. (8) Competent teaching aides were important to the functioning of the instructional program.

95. Stevens, Jody L. Differentiated Staffing, Nongraded -- Continuous Progress, Open Concept Schools. A Comprehensive Bibliography. 1972, 65p. ED 066 811.

*Bibliographies; *Continuous Progress Plan; *Differentiated Staffs; Educational Innovation; Individualized Instruction; Information Retrieval; *Nongraded System; *Open Education; Open Plan Schools; Subject Index Terms

In today's education, change is taking place with such speed and with such great impact that educators are constantly striving to identify and locate materials, research, and information appropriate to the many innovative programs in public and professional education. This comprehensive listing of 4,000 sources in information on differentiated staffing, nongraded-continuous progress learning, and open concept schools is an endeavor to provide the latest, most significant resource materials for interested writers, researchers, and professional educators at all levels. Entries are grouped under the three major concepts and are cross referenced with subject index codes.

Also available from: Bureau of Education Research and Services, College of Education, University of Houston, Cullen Boulevard, Houston, Texas 77004 ($2.00)

96. Summary of Research on Open Education. 1974, 47p. ED 087 769.

Hard copy not available from EDRS.

*Academic Achievement; *Cost Effectiveness; Educational Research; *Open Education; Parent Attitudes; *Student Attitudes; Student Behavior; *Teacher Attitudes; Teacher Morale

This report summarizes the available research on open/informal education. The introduction discusses the assumptions which underlie open education and presents definitions and descriptions of open education. The body of the report examines 30 studies of open education and reports findings with regard to student achievement, student self-concept and self-esteem, student

behavior, student attitudes and responses to open education, teacher attitudes and morale, teacher characteristics, parent and community reactions, and cost effectiveness. Findings of the studies are varied and sometimes contradictory. The document includes seven data tables and an eight-page bibliography.

Availability: Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Va. 22209 ($5.00)

97. Swick, Kevin J.; And Others. Problems and Prospects in Developing an Open Classroom. 1974, 11p. ED 087 750.

Learning Laboratories; *Open Education; *Program Design; *Program Development; *Program Planning; Student Behavior; Teacher Behavior

This document discusses the problems and prospects of developing an open classroom based on an actual experience. The document is divided into sections of preservice concerns and in-service development. The former treats such topics as open education readings; school visitations, needed facilities; and planning, organizing, implementing, and evaluating the open education process. Under in-service development, the following topics are discussed: preplanning activities (which include communicating the idea itself to school administrators, teachers, parents, and concerned citizens); organizational activities; the implementation sequence; and prospects for the future. In the organizational activities section, four organizational tasks are defined: organizing materials into "learning centers," organizing the structural arrangement of sequentially introducing children to a more flexible and open classroom, organizing the gradual movement of children from a large-group structure to a more open structure, and organizing a setting for keeping school staff and community people informed on the success of the entire endeavor. In the particular experience of the authors, implementation problems took place in three basic areas: teacher behaviors, child behaviors, and curriculum modification.

98. Taylor, Joy. Organizing the Open Classroom: A Teacher's Guide to the Integrated Day. 1971, 126p. ED 067 888.

Document not available from EDRS.

*Class Organization; Educational Technology; Elementary School Students; Elementary School Teachers; *Guides; *Open Education; Organizational Change; *Teaching Methods; Team Teaching

Written for the new teacher and for the experienced teacher wishing to engage in a new form of organizing, integrating, and opening up the classroom, this book details the structure behind the scenes of the "open classroom." The first two chapters consider the need for organization and the organization of the classroom. A third chapter discusses the use of apparatus, while other chapters describe: the organization of the traditional daily program (in England); integration--a form of organization in which the child exercises a greater degree of choice and the teacher integrates his daily program so that learning and progress take place; the transition from a traditional program to an integrated day; supplementary organization; and the organization of school classes and team teaching. A bibliography is also included.

Availability: Schocken Books, 200 Madison Ave., New York, N.Y. 10016 ($4.95)

99. Tuckman, Bruce W.; And Others. Evaluating the Open Classroom. 1973, 14p. ED 080 177.

Classroom Environment; Elementary Grades; *Open Education; *Program Evaluation; School Attitudes; Self Concept; *Self Directed Classrooms; *Student Attitudes; *Teacher Behavior; Technical Reports

A Title III open classroom project was run in Wayne, New Jersey, in grades 1-3 in one elementary school and grades 1-5 in a second. After one year of the program, comparisons with grades 1-5 of a matched control school in the same community were made. Open classroom teachers were found to be more flexible in their use of space and organization of classroom activities, more creative, more warm and accepting. Pupils did not differ on achievement or problem solving, but open classroom children had more positive self-appraisals and attitudes toward school than control children. Open classrooms were concluded to be effective in many respects.

100. Turk, Frederick G.; Rodgers, Mary C. Analysis and Synthesis of Teaching Methods. Supplement 1. 1970, 12p. ED 074 027.

Debate; Discussion (Teaching Technique); Handicrafts; *Individualized Instruction; Language Arts; *Open Education; *Small Group Instruction; *Teaching Methods; *Teaching Techniques

This document presents a brief analysis and synthesis of seven teaching methods. These methods include the pedagogy of the oppressed (i.e., a critical analysis of the uses of power to control man's behavior), the wardha scheme (i.e., craft-centered education), small-group methods, the open classroom approach, the British style debate, panel discussion and panel reporting, and individualized instruction. An 18-item bibliography is included.

Also available from: Rodgers Research Teaching Associates, 3916 Commander Dr., Hyattsville, Maryland 20782 ($.50)

101. Walder, Leopold O. The Training Center for Open-Space Schools at the Carver Elementary School, October 30 - December 12, 1972. ESEA Title III Project, Cycle V. Final Evaluation Report. 1973, 28p. ED 084 711.

*Educational Programs; Elementary Schools; Evaluation Techniques; *Open Plan Schools; *Program Evaluation; Teacher Aides; *Teacher Education; *Teaching Skills

Review of documents, formal and informal interviews, questionnaires, and observations of participants interacting with space, furniture, equipment, and materials were the main methods used to assess the correspondence between the objectives of this training cycle and its accomplishments. The participants included primarily teacher trainees and the training staff, administrators, pupils, and visitors. The cycle was conducted during the regular school year, during which time the teachers were trained in the skills necessary to the open plan classroom and the participants moved into the open space facility. Systematic followup consultation was provided in an ongoing training series. All the evidence points to the training objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided.

102. Warner, Jeannette V., Comp. Directory of Open-Space Facilities in Pennsylvania. 1972, 14p. ED 077 589.

*Directories; *Flexible Facilities; Interior Space; *Open Plan Schools; School Buildings; School Design; School Space

A directory of new school buildings in Pennsylvania with open-space construction and those which recently renovated or built a new wing designed for open-concept teaching is provided. Entries are arranged by county, and with counties by school district. School address, contact person (and his/her address and telephone

number), and a brief description are provided. Schools at colleges are listed separately, and the same information is provided.

103. Watson, Douglas. Alternative Schools: Pioneering Districts Create Options for Students. Education U.S.A. Special Report. 1972, 65p. ED 071 150.

Hard copy not available from EDRS.

*Alternative Schools; *Case Studies; Droupout Prevention; Dropout Programs; Educational Change; Educational Innovation; Ethnic Groups; *Open Education; *Open Plan Schools; Program Costs; Program Descriptions; Program Development; Program Evaluation; *Public Schools; School Organization; Slow Learners; Superior Students

This report examines some of the many varieties of alternatives now available, their problems and pitfalls, and their hopes for the future. After defining alternative schools, the report discusses the rationale for having alternatives and then summarizes the range of alternatives available at both the elementary and secondary levels. Separate chapters are devoted to open plan schools; minischools; Elementary alternatives; dropout schools; schools for slow learners, superior students, and for those students with other special problems; schools for racial or ethnic groups; and open schools for all students. Throughout the report descriptions of existing alternative programs in various parts of the country are presented. Chapters at the end of the report present advice on starting an alternative school, evaluating the school and its students, and on the financing and costs of an alternative school program. A 42-item annotated bibliography is included.

Availability: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. (Stock #411-12834, $4.00, Quantity Discounts)

104. Wickens, David L. Evaluation in 'Open' Classroom Programs. 1973, 5p. ED 076 673.

*Educational Objectives; *Formative Evaluation; Individualized Instruction; *Open Education; *Performance Criteria; Primary Grades; Speeches; *Student Evaluation

The success of educational programs is often determined by the coincidence of the testing instruments with instructional procedures and program content rather than by the actual performance of adults and children in the classroom situation. Standardized achievement tests, which are the principal instruments used for assessing program effects, present particular disadvantages for open classroom models because of the sequence of skill development implied in the test format, the construction of items, and the content of the items. These instruments and others available do not tap the major objectives of open classroom programs. The roster of objectives for open educational programs include several in the areas of socialization and problem solving which are central to the dynamics of the program, but, at present, do not allow for the establishment of specific measures of program effects. A description of the interaction of elements within an open classroom model is presented as a total system in which the assessment of process assumes a more important function than assessment of products represented by the concept underlying standardized achievement tests. Dimensions which show promise for assessment of program effects in an open system are discussed.

105. Woodruff, Phillip H. British Primary Education - Components of Innovation. 1971, 134p. ED 081 765.

*Agency Role; Educational Innovation; *Educational Programs; International Education; *Open Education; *Primary Education; *Teacher Role

Herein are discussed the reactions of visitors to the Oxfordshire schools; the new elements common to education in all the Oxfordshire schools, including vertical grouping, "unstreaming," open education, the integrated day, and the integrated curriculum; the role of the teachers in Oxfordshire's primary schools; the role of various agencies and institutions in the Oxfordshire primary schools, including the advisory service, Her Majesty's inspectors, the museum service, the teachers' centers, and the schools council; and the lessons for American education that can be drawn from Oxfordshire's primary schools.

106. Yardley, Alice. Discovering the Physical World. Young Children Learning Series. 1973, 144p. ED 080 191.

Document not available from EDRS.

Classroom Materials; *Concept Formation; *Early Childhood Education; Instructional Materials; Learning Activities; *Mathematics Education; Mathematics Instruction; *Open Education; *Science Education; Time

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series, "Young Children Learning," is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. "Discovering the Physical World" is an examination of the way in which children begin to develop mathematical and scientific ideas. Time, light, air, water, heat, sound, the body, history, and geography, are all discussed in the context of a child's experience. Other books in the series are cited as ED 080 188, ED 080 189, and ED 080 190.

Availability: Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th St., New York, N.Y. 10036 ($2.65)

107. Yardley, Alice. Exploration and Language. Young Children Learning Series. 1973, 150p. ED 080 190.

Document not available from EDRS.

Beginning Reading; *Communication Skills; *Early Childhood Education; Family Environment; *Language Development; *Open Education; Personality; *Speech Skills; Story Reading; Teacher Role; Writing

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series "Young Children Learning", is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. In "Exploration and Language," language is considered as an aspect of the total development of a child; the emphasis is on learning language by use. The ability to abstract, symbolize, and create a world of imagination from experience, as well as the ability to read and write creatively are discussed. Other books in the series are cited as ED 080 188, ED 080 189, and ED 080 191.

Availability: Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th St., New York, N.Y. 10036 ($2.65)

108. Yardley, Alice. Reaching Out. Young Children Learning Series. 1973, 112p. ED 080 188.

Document not available from EDRS.

Classroom Arrangement; *Early Childhood Education; Environmental Influences; Gifted; *Individual Development; *Learning; Mental Health; *Open Education; Parent Teacher Cooperation; Slow Learners; Teacher Role

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series, "Young Children Learning", is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. "Reaching Out" discusses the child's need to learn, and general learning patterns, as well as individual development and environmental influences. It also considers gifted children, slow learners and the functions of the teacher. Other books in the series are cited as ED 080 189, ED 080 190, and ED 080 191.

Availability: Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, N.Y. 10036 ($2.25)

109. Yardley, Alice. Senses and Sensitivity. Young Children Learning Series. 1973, 143p. ED 080 189.

Document not available from EDRS.

Aesthetic Education; Body Image; Creative Development; Cultural Enrichment; *Early Childhood Education; *Emotional Development; *Individual Development; Instructional Materials; Music Appreciation; *Open Education; *Sensory Experience; Teacher Role

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series "Young Children Learning", is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the

child's school life. "Senses and Sensitivity" discusses personality, creativity, movement, music, and emotion. It also stresses the effectiveness of learning through one's own resources. Other books in the series are cited as ED 080 188, ED 080 190, and ED 080 191.

Availability: Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, N.Y. 10036 ($2.65)

Reference from Current Index to Journal in Education (CIJE)

1. Adler, Marvin S. When You Climb Aboard a Bandwagon. Music Educators Journal, v59 n3 pp46-48, Nov 1972 EJ 064 479

   Author compares two experiences in open education; one successful and one unsuccessful.

2. Aggett, Elizabeth. Indoors-Outdoors. Childhood Education, v50 n5 pp274-279, Mar 1974 EJ 095 020

   The Headmistress of a British Primary School describes her school, and discusses the extensive use of outdoor activities and field trips.

3. Albertini, Rullio; And Others. A Dental Health Education Program in The Open Classroom: Report of a Pilot Study. Journal of School Health, v43 n9 pp566-570, Nov 1973 EJ 089 237

   Eight and nine-year-old students in an open classroom engaged in many activities designed to increase their care of their teeth. The teeth of these students and those of a control group were examined and rated on the Podshadley Hygiene Performance Index both before and after the activities. A significant difference existed between pre- and post-test scores of the experimental group. No such difference was found in the control group.

4. Allen, Ralph. In City or Country--Environmental Activities. Instructor, v83 n6 pp78-85, Mar 1974 EJ 090 714

   Describes how studies of the environment can be just as pertinent for urban students as for those in rural areas.

5. Americanizing the Open School. Nation's Schools, v90 n3 pp45-48, Sep 1972 EJ 063 148

   Provides pictures and descriptions of physical adaptations of open education by five American schools.

6. Anderson, Carl. The Open Plan School-- A Second Look at Lady Godiva. School Progress, v41 n11 pp30-32, Nov 1972 EJ 068 124

   Gives reasons for building open plan schools, provides observations on team teaching styles, and compares the concept of open education with that of open plan schools.

7. Anderson, Carl. A Second Look at Lady Godiva. Education Canada, v12 n4 pp17-22, Dec 1972 EJ 071 146

   More candid - and caustic - comments about the open-plan school and its effects on teachers, pupils and parents.

8. Anderson, Robert H.; Foster-Gross, Donald. Teacher Education And Classroom Organization. Journal of Research and Development in Education, v7 n1 pp60-65, F 1973 EJ 090 682

   Article concentrated on in-service growth experience not only because of its less understood and appreciated than the pursuit of advanced degrees, but because it is almost certainly the more promising of the two forms of post-baccalaurate gap-closing.

9. Barr, Robert D.; And Others. All About Alternatives. Nation's Schools, v90 n5 Nov 1972 EJ 067 239

   A primer on alternative schools, Described are existing programs in different areas, philosophy of the alternative schools, funding, student behavior, community relations, accountability, State regulations, management, and the environment of the alternative school. A list of sources of additional information on alternative schools is included.

10. Barth, Roland S. First We Start with Some Different Assumptions Music Educators Journal, v60 n8 pp25-32, Apr 1974 EJ 094 036

    Author discussed some important changes in educational thinking and educational practice associated with recent events on both sides of the Atlantic-changes that seem to be bringing us closer to "good-education".

11. Barth, Roland S. Starting Open Classrooms: Some Assumptions. Perspectives on Open Education. National Elementary Principal, v52 n3 pp68-73, Nov 1972 EJ 067 795

    Educators are warned against trying to implement open education without first understanding and believing in the philosophical, personal, and professional "roots" from which present open education practices have sprung. Twenty-nine assumptions about children's learning and about knowledge that reflect the philosophy of most open education educators are made.

12. Beardsley, Barbara; And Others. Hints for Survival in Open Plan Schools. Curriculum Theory Network, n11 pp47-64, Spr 1973 EJ 092 679

Attempts to combine research information and practical knowledge in a set of helpful hints for those who find themselves working in open plan schools. Presents useful information to those who must cope in situations that differ dramatically from their prior experiences. For a lengthier version of this article see ED 074 611.

13. Betts, Lee J. The Evolution Of Open Education: Or "Close Your Eyes And Open Your Mouth" Community and Junior College Journal, v43 n6 pp15-17, 92, Mar 1973 EJ 072 721

    New academic patterns are developing in answer to educational demands, and this article discusses the elements that are a part of new degree programs.

14. The Books You Should Have Read This Year -- and Still Can. American School Board Journal, v59 n18 pp15-39, Dec 1972 EJ 067 457

15. Breznik, Roy. Appolo School--Venture into Open Space Learning. AV Guide: The Learning Media Magazine, v51 n5 pp4-8, May 1972 EJ 066 459

16. Burnetti, Frank A.;And Others. Studies of Team Teaching in the Open-Space School. Interchange, v3 n2-3 pp85-101, 1972 EJ 067 912

    Three studies conducted by the Environment for Teaching Program of the Stanford Center for Research and Development in Teaching are reported.

17. Busselle, Samuel M. Training Teachers To Work in Open Space. National Elementary Principal, v52 n1 pp87-90, Sep 1972 EJ 064 772

18. Butler, Joyce C. Respect in an Open and a Traditional Classroom. New Voices in Education, v2 n3 pp8-10, Sum 1972 EJ064 626

19. Cadoret, Joyce. In Support of the Open Classroom, Contemporary Education, v44 n2 pp104-105, Nov 1972 EJ 067 918

20. Carnew, Fred. Open Education. Northian, v9 n1 pp15-29, F 1972 EJ 064 569

21. Cavert, C. Edward. S-U-N - A Model for Open Learning Systems. Educational and Industrial Television, v6 n3 pp19,29, Mar 1974 EJ 094 947

    Six categories of issues in an open learning system are explored, and the functional characteristics of an open learning system are described.

22. Coe, John. Helping Teachers to Grow. Childhood Education, v50 n6 pp333-334, Apr/May 1974 EJ 095 051

    Describes the role of the local advisor or advisory team in English primary schools.

23. Color Coding Helps Kids Find the Right Pod. School of the Month: Ravenwood Elementary. Nation's Schools, v90 n6 pp50-51, Dec 1972 EJ 067 521

24. Cohen, Michael R. Science and the Open Classroom: More than Child-Centered. Science and Children, v11 n2 pp34-35, Oct. 1973 EJ 088 322

    Discusses the nature of the open classroom, and describes the behavior of students involved in science activities in an open classroom situation.

25. Cohen, Raquel E. Consultation To An Open School. Contemporary Education, v44 n2 pp80-83, Nov 1972 EJ 067 915

    This paper concerns issues arising from the open school theory: specific attention is directed towards administrative structure and communication.

26. Coleman, Robert. The Promise of the Open Classroom. Today's Education, v62 n2 pp52-54, Feb 1973 EJ 072 233

    By removing the school-imposed partitions between people, the open classroom becomes more vital and fecund as a place of learning.

27. Corgan, C. Jack. Overhead Planning for Open-Plan Schools. American School and University, v45 n3 pp48-50, Nov 1972 EJ 066 137

    Lighting mistakes can limit the effectiveness of the open plan school. One expert's advice along with two examples of lighting that works.

28. Cornell, Helen Loftin. Drums and Dumpsters, Puppets and Pods. Music Educators Journal. v60 n8 pp60-63, Apr 1974 EJ 094 045

    In this article, the author, an elementary music teacher with the Metropolitan Nashville Public Schools, offers suggestions for developing music materials for the open classrooms.

29. Craig, Helen B.; Holman, Gary L. The "Open Classroom" in a School for the Deaf. American Annals of the Deaf, v118 n6 pp675-685, Dec 1973 EJ 091 354

30. Cutler, Marilyn, H. How One Small District Renovated One Small School at One Small Price Makes for One Big Success Story. American School Board Journal, v161 n4 pp37-39, Apr 1974 EJ 094 603

The Frontier board of education took a dilapitdated World War I-vintage school and turned it into a stellar example of open space planning coupled with similarly updated teaching techniques.

31. Cutler, Marilyn H. Rockaway Rocked Things by Ringing in Space. American School Board Journal, v160 n11 pp48-50, Nov 1973 EJ 087 695

Describes one district's successful experience with the shift to an open plan school

32. Cutler, Marilyn H. Washington Elementary Is a Whale of a Little "Systems' School. American School Board Journal, v159 n 16 pp30-31, Oct 1972 EJ 066 445

Describes a systems-designed elementary school in Plymouth, Indiana, designed to serve current and future needs efficiently and effectively.

33. de Rivera, Margaret. Testitis: A Technological Affliction. Childhood Education, v50 n4 pp217-220, 221, Feb 1974 EJ 094 975

An indictment of the ways in which reading and mathematics standardized tests affect classroom curricula.

34. Dennis, Lawrence J. A Day in Devon. Perspectives on Open Education. National Elementary Principal, v52 n3 pp36-38, Nov 1972 EJ 067 790

A descriptive look at the environment of one English primary school. An analysis of how the balance between freedom and control is achieved.

35. Dill, Nancy. An Inquiry Into Curriculum Theories and Open Classroom Practices. Notre Dame Journal of Education, v3 n2 pp140-150, Sum 1973 EJ 063 010

36. Dillon, Stephen V.; Franks, David D. Why Open Classrooms Close Down. Nation's Schools, v93 n2 pp43-45, Feb 1974 EJ 091 267

Gives six reasons why open education doesn't always work and offers suggestions to remedy the problems.

37. Drummond, T. Darrell. A Conversation with Sir Alec Clegg. Perspectives on Open Education. National Elementary Principal, v52 n3 pp16-24, Nov 1972 EJ 067 787

A discussion of primary education with the chief education officer for an English 1,400-unit school district. Interviews covers student attitudes, learning environment, student-teacher relationship, open education, streaming, discipline, and educational objectives.

38. Duckworth, Eleanor. The "Bat-Poet" Knows. Music Educators Journal, v60 n8 pp70-72, Apr 1974 EJ 094 047

In this article, evaluation by the music teacher is discussed and a list of different kinds of child growth is presented.

39. Engle, Rose C.; Gold, Beatrice. The Early Childhood Unit - A Lot of Room for Children to Grow. Teaching Exceptional Children, v6 n2 pp56-67, W 1974 EJ 092 819

Described is an open classroom program for 48 3- to 7-year-old orthopedically handicapped, trainable mentally retarded, or educationally handicapped children.

40. Experience in a British Infant School. New Voices in Education, v2 n3 p18, Sum 1972 EJ 064 629

A personal report of a school used as a model for open education.

41. Fauquet, Tom. Reich, Combs and the Open Classroom. Colorado Journal of Educational Research, v12 n1 pp17-20, F 1972 EJ 073 751

This article reviews an awareness and authenticity in relation to the open classroom structure.

42. Featherstone, Helen. The Use of Settings in a Heterogeneous Preschool. Young Children, v29 n3 pp147-154, Mar 1974 EJ 093 419

Two preschool educational settings were studied to learn whether children with different economic and ethnic backgrounds use a classroom in different ways. The observations described

suggest that the optimum preschool whether for low income children or for a heterogenous group is one that consistently offers a spectrum of structures, and freedom for children to choose among them.

43. A First Class School. Modern Schools, pp12-13, Nov 1973 EJ 087 716

Hayes Elementary School in Ada, Oklahoma, is designed to allow each classroom direct access to the media center.

44. Flexible Design of Elementary School Provides for What Is and What Is To Be. School Management, v17 n3 p41, Mar 1973 EJ 073 063

The Thomas E. Bowe School is designed to accommodate current open plan teaching methods and to provide for community use and future changes.

45. Four "Communities' Contain a Nongraded Population. School of the Month: Comanche Elementary. Nation's School, v90, n5 pp56-57, Nov 1972 EJ 066 449

Layout, construction statistics, and descriptive information describe Comanche Elementary School in Overland Park, Kansas.

46. Freedom for Diversity in Education. CEFP Journal, v12 n1 pp4-6, Jan-Feb 1974 EJ 092 719

A new high school in Morganton, North Carolina, is a modified open plan facility which houses general education and occupational education curriculums designed to meet the diversified needs of young people. (For more information on this facility see American School & University vol 46, no.6, February 1974, pp22-24.)

47. Fromberg, Doris P. Organization and Staffing in British Primary Schools. Perspectives on Open Education. National Elementary Principal, v52 n3 pp30-34, Nov 1972 EJ 067 789

Looks at the differences in the role of the British headmaster and the American elementary school principal by looking at the organizations in which they function. Discussed are the British practices of interage grouping, cooperative teaching, integrated time, staffing patterns, teacher dialogue, and inservice courses.

48. Gaillard, Frye. Not By Zeal Alone. Learning, v2 n6 pp18-20, Feb 1974 EJ 091 969

This article presents the history of a school's involvement in a curriculum founded on the principles of open education. The program as described, however laudable the intentions behind it, proved a resounding failure.

49. Gasson, John. Autonomy, the Precusor to Change in Elementary Schools. National Elementary Principal, v52 n3 pp83-85, Nov 1972 EJ 067 451

The present hierarchical relationship between school and central office is examined. An alternative decentralized system is suggested as a way to make open education possible and to bring about humanization.

50. Gatewood, Thomas E. Opening Up the Middle School Classroom: A Practical Plan. Impact on Instructional Improvement, v9 n2 pp40-44, 1974 EJ 092 703

51. Glatthorn, Allan. Alternative Education. MSSC Exchange, v32 n6 pp1-4, Feb 1974 EJ 092 742

Examines how the objectives of alternative schools and programs relate to basic educational objectives. Considers student decisionmaking on such issues as attendance, grading, smoking, and drugs.

52. Gorgone, Fred. An Open Letter to Parents on Open Education. Perspectives on Open Education. National Elementary Principal, v52 n3 pp77-78, Nov 1972 EJ 067 798

A principal observes a self-directed classroom and gives his reasons why the integrated day provides a good way for children to learn.

53. Grant, Barbara M. Body Language in an "Open" Elementary School. Education, v93 n3 pp209-210, Feb-Mar 1973 EJ 072 584

Author concludes that although specific movement patterns and postures change from one setting to another, the same general kinds of motions are used to serve or support the major pedagogical functions in open and self-contained situations.

54. Graves, Ben E. How to Create Open Space for $2.83 per Square Foot. Nation's Schools, v91 n1 pp74-75, Jan 1973 EJ 067 464

Tells how one elementary principal "recycled" four self-contained classrooms into a one-pod, open plan space for 100 first graders.

55. Guenther, Annette R. Open Education Places the Arts in the Core of the Curriculum. Music Educators Journal, v60 n8 pp78-80, Apr 1974 EJ 094 049

Considered the arts as the center of the curriculum and how they relate to open education.

56. Hagan, Sister M. Tobias. How the Teacher Functions in an Open Classroom. Music Educators Journal, v59 n3 pp43-46, Nov 1972 EJ 065 425

The identification of the structure of musical knowledge and of the stages of the learning process provide a basis upon which the teacher can structure the open classroom environment with assurance that the learning will be as logical as the student allows it to be.

57. Hapgood, Marilyn. The Open Classroom: Protect It from Its Friends. Perspectives on Open Education. National Elementary Principal, v52 n3 pp43-48, Nov 1972 EJ 067 792

The author praises the "open" classroom, but urges caution in the implementation of the concept. Suggestions are made for successful implementations.

58. Hardy, Clifford A. Societal Change and the Open Classroom. Clearing House, v47 n3 pp139-141, Nov 1972 EJ 067 777

Discussion of technological advancement, the generation gap, and the resulting new concepts in education designed to prevent "future shock."

59. Harmin, Merrill. A Day in London. Perspectives on Open Education. National Elementary Principal, v52 n3 pp39-42, Nov 1972 EJ 067 791

Describes a visit to a British primary school and discusses the observed interaction between student and teacher. Discusses how teacher aides and self-instructional materials help the teacher divide students according to interest and readiness.

60. Haynes, Carrie A. Grape Street Elementary School, Los Angeles Music Educators Journal, v60 n8 pp52-54, Apr 1974 EJ 094 041

Described the effect music implementation has had upon the curriculum of an open school.

61. Haynes, Carrie A. Humanizing Instruction in the Open Classroom. Educational Horizons, v52 n1 pp32-36, F 1973 EJ 089 090

Discussed the implementation of the open education system of education and the problems accompanying it.

62. Haynes, Carrie A. Personalizing Instruction In the Open Classroom. Thrust for Education Leadership, v3 n2 pp24-27, Nov 1973 EJ 090 491

Article discussed efforts to personalize tasks geared to the level of learning, as well as to the interests and needs of each pupil.

63. Haynes, Margaret S. The Open Classroom--Its Structure and Rationale. Music Educators Journal, v59 n3 pp40-43, Nov 1972 EJ 064 228

The term "open classroom" refers not only to a structured school environment, but also to a philosophical and epistemological rationale. The rationale is important because without it the open classroom becomes activity without direction.

64. Heller, M. P.; Rancic, E. T. Open Classrooms Need Open Minds. Momentum, v4 n1 pp36-38, Feb 1973 EJ 072 703

In order to present new options in teaching and learning administrators must provide incentive toward adapting to educational change.

65. Herman, Gertrude. The Open Corridor Schools and the Library. School Library Journal, pp36-40, Sep 1972 EJ 063 260

Visits to the Open Corridor Schools in New York City were made to search out the role of the library and the libarian in these informal education situations.

66. Hertzberg, Alvin; Stone, Edward F. Starting Open Classrooms: Walk Before You Run. National Elementary Principal, v52 ne pp70-73, Nov 1972 EJ 067 796

Thoughts are presented from two administrators about the procedure they followed and the problems they encountered in implementing an open education program. Advice is given to those who are about to become involved with open educatio[illegible]

67. Hopkins, Richard L. Rejoinder. Journal of Educational Thought, v7 n3 pp149-150, Dec 1973 EJ 089 063

Author presented a reply to another professor concerning freedom and responsibility in the school system.

68. Hopkins, Richard L. Some Pitfalls in the Free School Movement. Journal of Educational Thought, v7 n3 pp138-145, Dec 1973 EJ 089 061

This article isolates and analyzes several philosophical misinterpretations of the philosophy of freedom in education current in the free school movement.

69. Hostetler, Peggy; Carpenter, Mary Lou. The Station Method. Theory Into Practice, v12 n4 pp251-253. Oct 1973 EJ 088 727

A Classroom teaching method for elementary schools utilizes the physical stimuli of spatial outlays (stations) in conjunction with "organized discovery." Stations for math, art, and social science are described.

70. How to Style a "Sesame Street" School . Nation's Schools, v91 n2 pp52-54, Feb 1973 EJ 069 761

A school designed with mezzanine, stairways, ministages, free-formed steps --all in a huge, carpeted open space and highlighted by red walls, purple railings, and rust-colored carpeting.

71. Jacobson, Robert L. They're Trying To Build the Taj Mahal in Columbia. Compact, v8 n1 pp7-10, Jan-Feb 1974 EJ 089 439

A personalized approach to teaching, an enthuisastic staff, a 50-50 racial composition, and a strong affiliation with a university college of education contribute to the success of what may be amodel elementary school for South Carolina.

72. Jones, Kenneth K. Open Learning and the Cable. Educational and Industrial Television, v6 n3 pp20, 49, Mar 1974 EJ 094 948

A discussion of how cable can externalize learning to suit many students needs.

73. Kahl, David H. Talking About the Child's Progress. Today's Education, v62 n2 p35, Feb 1973 EJ 072 265

Parent teacher conferences in an open classroom elementary school is described.

74. Kavina, George. The Open School - Cop Out for Responsibility. Kappa Delta Pi Record, v9 n2 pp39-40, Dec 1972 EJ 073 057

75. Knoblock, Peter. Open Education for Emotionally Disturbed Children. Exceptional Children, v39 n5 pp358-365, Feb 1973 EJ 071 602

76. Kohn, Sherwood D. Vito Perrone and North Dakota's Quiet Revolution. Perspectives on Open Education. National Elementary Principal, v52 n3 pp49-57, Nov 1972 EJ 067 793

A discussion with an unauthoritarian innovator. Covers his belief in open education, the establishment and operation of the New School of Behavior Studies in Education, and the changes occurring in education in North Dakota.

77. Kunhardt, Barbara. Shady Hill School, Cambridge, Massachusetts. Music Educators Journal, v60 n8 p55, Apr 1974 EJ 094 043

Article examined the difficulty of teaching music in an open classroom with children of different ages and where some children did other things.

78. Landon, Joseph W. Strategies for Opening the Traditional Classroom. Music Educators Journal, v60 n8 pp64-69, Apr 1974 EJ 094 046
Author dealt with techniques for individualizing music education.

79. LeBaron, John. The New Television and the Open Classroom. Elementary School Journal, v74 n5 pp266-273, Feb 1974 EJ 095 012

Discusses ways in which television can be used to support open education. Child-produced shows are feasible technologically and educationally valuable.

80. Lewis, Phillip. Need More Wall Outlets? Plug into Technology. Nation's Schools, v90 n1 pp42, 47, Jul 1972 EJ 063 156

81. The Literature of Open Education. Music Educators Journal, v60 n8 pp81-82,127-128,130,132,134-148, Apr 1974 EJ 094 050

Presented literature references concerned with open education and provided guidelines for readings in philosophy, psychology, educational principles, infant schools as well as American programs and the teacher's role in the informal classroom.

82. Madden, Peter C. Skinner and the Open Classroom. School Review, v81 n1 pp100-107, Nov 1972 EJ 069 262

Author examines the implications of a major scientific work of behavioral research and concludes that positive reinforcement techniques will make possible the creation of an open classroom, that, in itself, will minimize the negative effects of control.

83. Madera, Kathryn. A Visit to Eynsham County Primary School. Childhood Education, v50 n3 pp157-162, Jan 1974 EJ 093 429

Describes a typical day in an open school in Oxfordshire, England with particular reference to use of the various learning centers. Gives a detailed description of the teacher's actual role in interacting with children.

84. Madera, Kathryn. A Visit to Eynsham County Primary School (Part II). Childhood Education, v50 n4 pp197-200, Feb 1974 EJ 094 969

An evaluation of the Eynsham County Primary School, uses the seven criteria suggested by the Spodek early childhood education analysis framework: assumptions, goals, curriculum, method, style, organization, and effectiveness.

85. Manolakes, Theodore. Introduction: The Open Education Movement. Perspectives on Open Education. National Elementary Principal, v52 n3 pp10-15, Nov 1972 EJ 067 786

Argues that we cannot "transplant" the open classroom from its English culture base and expect it to work in our society. Suggests that we be wary of "cheap" innovations and that open classrooms should be viewed as an alternative to our formal programs rather than as a panacea for all our educational problems. Recommends the evolution of a small number of open classrooms in accepting communities, that are free from general curriculum structures but bound by quality dimensions.

86. Marshall, Hermine H. Criteria for an Open Classroom. Young Children, v28 n1 pp13-19, Oct 1972 EJ 064 557

The purpose of this article is to postulate the criteria essential for open classrooms, with the further goals of initiating a dialogue regarding these criteria, eliminating misconceptions, and paving the way for evaluation and research.

87. McGlathery, Glenn. Human Interaction in the Elementary Classroom. Science and Children, v10 [illegible] pp26-27, Dec 1972 EJ 067 848

Describes basic assumptions of humanistic approach in elementary classrooms. Brief description is included of several steps which teachers can take to be effective humanistic teachers.

88. McGrady, Donna S. A Message from Open-Space. Audiovisual Instruction, v17 n7 pp8-9, Sep 1972 EJ 066 460

"Discusses the meaning of "open schools,' the rationale behind them, and some of their requirements."

89. McGrady, Donna S. Schools Without Walls: Selected Readings. Audiovisual Instruction, v17 n7 p45, Sep 1972 EJ 066 463

90. Messer, Wallace. Flexible Staffing--Another Path to Individualized Reading Instruction. Reading Teacher, v27 n5 pp454-457, Feb 1974 EJ 091 176

Suggests restructuring the elementary school staff to better use each individual's talents and skills and to facilitate teachers' learning from one another.

91. More Than Additional Space... CEFP Journal, v11 n1 pp4-6, Feb 1973 EJ 072 394

A much needed addition to the Jamestown Elementary School turned out to be more than an expansion of walls for more space. A new educational program, a limited budget, and a short time line were tackled on a team approach basis and were successfully resolved.

92. Moss, Jeanette K. Four Schools of Choice. Teacher, v91 n5 pp33-37, Jan 1974 EJ 089 004

Describes a district in Minneapolis where students must choose either the contemporary or traditionally self-contained classroom school, the continuous progress school, the open school, or the free school.

93. Muskopf, Allan; Moss, Joy. Open Education - An In-Service Model. Elementary School Journal, v73 n3 pp117-124, Dec 1972 EJ 071 273

Describes an intensive workshop in open education and identifies basic dimensions of a humanizing in-service model.

94. Nault, Richard. Open Education -- A Gradualist Approach. Elementary School Journal, v73 n2 pp107-111, Nov 1972 EJ 067 833

Purpose of this article is to suggest that a gradualist, as opposed to an "all-at-once," approach to introducing open education might better enable teachers to contend with unexpected events and might better enable children to develop sufficient planning and decision-making abilities to take part in an open classroom.

95. Olenzak, Karen Romnes. Old Schools Like New. Teacher, v90 n6 pp54-57, Feb 1973 EJ 072 234

Describes the Llanerch Elementary School, a traditional school which has successfully converted to open classrooms.

96. Ogletree, Earl J. The Open Classroom: Does it Work? Education, v93 n1 pp66-67, Oct 1972 EJ 064 453

The number of children who can actually profit from the open classroom are few in number.

97. Open Interiors for Efficiency and Conservation. Modern Schools, pp4-6, Feb 1974 EJ 092 636

Open plan interiors in school design provide excellent opportunities for cutting costs by optimizing in construction and electric comfort conditioning. Important considerations to keep in mind when planning for the open concept.

98. Palmieri, Jean C. Learning Problem Children in the Open Concept Classroom. Academic Therapy, v9 n1 pp91-97, F 1973 EJ 087 840

99. Parents Pitch in To Build Montessori Open School. Modern Schools, pp8-10, Feb 1974 EJ 092 638

The parents of the school children at the First Montessori School in Atlanta, Georgia, not only raised money for the new school facility, but actually helped construct it.

100. Pasnik, Marion. A Place Where You Can See How Things Happen. School Management, v18 n3 pp18-19, Mar 1974 EJ 094 561

Teachers and administrators who are faced with the prospect of a new educational approach, or a new or renovated facility, feel the need to observe a living educational environment offering creative learning approaches, as well as the "newest"

in furniture and equipment. A Brooklyn open plan elementary school converted from an old synagogue provides just such an opportunity.

101. Perkinson, Henry J. Education and the Open Society. Notre Dame Journal of Educators, v4 n4 pp345-350, W 1973 EJ 093 555

The concept of an open society,wherein all the social, political and economic arrangements are open to criticism, is explored. The central role of education is considered to be the creation and maintenance of an open society.

102. Perspectives on Open Education: Additional Sources of Information. National Elementary Principal, v52 n3 pp79-81, Nov 1972 EJ 068 652

A selection of books, articles, pamphlets, and films on open education. Many of the books cited contain comprehensive bibliographies of their own.

103. Petrie, Ann; Wallenstein, Barry. Creativity in the Open Classroom. Impact on Instructional Improvement, v9 n2 pp14-21, 1974 EJ 092 699

Focuses on the role of consultants from the school of liberal arts in the Training Trainers of Teachers process at City College in New York City to several New York City elementary schools. Triple T is a federally funded project intended to provide models for reform in the content and structure of teacher education, as well as reorganize and improve the elementary school classroom teaching and learning environment.

104. Pilcher, Paul S. Open Education: A Case Study. Elementary School Journal, v73 n2 pp59-67, Nov 1972 EJ 068 930

A chronicle of author's two days a week at a school in a large northern city-- the story of what happened to him and what he saw happening to the children and their teachers in the open classroom.

105. Pilcher, Paul S. Open Education: In Britain and the U.S.A. Educational Leadership, v30 n2 pp137-140, Nov 1972 EJ 066 162

Article gives origins of open education and predictions for a distinctly American version of open education.

106. Pirsig, Nancy. Bumpy Road To the Open School. American Education, v8 n8 pp17-23, Oct 1972 EJ 064 458

Discusses the progress as well as the problems of the St. Paul Open School in Minnesota.

107. Porro, Barbara. Loblolly's First Year; Chronicle of a Free School. New Voices in Education, v2 n3 pp10-15, Sum 1972 EJ 064 627

108. Proctor, John H; Smith, Kathryn. IGE and Open Education: Are They Compatible? Phi Delta Kappan, v55 n8 pp564-566, Apr 1974 EJ 094 649

Describes the process by which a small elementary system (Windsor, Connecticut) combined Individually Guided Instruction and open education.

109. Program Target: User Interaction. School-of-the-Month: Merriam Elementary. Nation's Schools, v90 n1 pp40-41, Jul 1972 EJ 063 242

Provides pictures, selected construction statistics, and a blueprint.

110. Raggatt, Peter C. M. Administration in British Primary Schools. Perspectives on Open Education. National Elementary Principal, v52 n3 pp25-29, Nov 1972 EJ 067 788

Some significant differences between the English primary school and the U.S. elementary school are pointed out. A discussion of organizational changes that would facilitate the introduction of informal education in America.

111. Randazzo, Joseph D.; Arnold, Joanne M. Does Open Education Really Work in an Urban Setting? Phi Delta Kappan, v54 n2 pp107-110, Oct 1972 EJ 065 637

Describes the Hartford, Connecticut, open education program -- possibly the largest urban program of its kind in the country.

112. Rathbone, Charles H. Examining the Open Education Classroom. School Review, v80 n4 pp521-549, Aug 1972 EJ 063 879

Author describes the open education classroom in detail and evaluates its appropriateness for all children at every age.

113. Rathbone, Charles H. No Longer Just a Knowledge-Pusher. Music Educators Journal, v60 n8 pp56-59, 107-108, 110, Apr 1974 EJ 094 044

Article suggested where the teacher's role lies in an open education environment and offered an idealized, stylized description of the teaching process in the informal class situation.

114. Rausch, Kathy. Olive School, Arlington Heights, Illinois. Music Educators Journal, v60 n8 pp54-55, Apr 1974 EJ 094 042

Article stressed the need for a music teacher in an open school to have an openess to people and ideas. It also described the educational objectives at the Olive School in Arlington Heights, Illinois.

115. Remodelling on a Shoestring. Nation's Schools, v90 n4 pp50-53, Oct 1972 EJ 066 447

Describes how two traditional school buildings were converted to open plan schools in Crystal Lake, Illinois, without breaking the budget. "Before" and "after" sketches are provided.

116. Resnick, Lauren B. Teacher Behavior in an Informal British Infant School. School Review, v81 n1 pp63-83, Nov 1972 EJ 070 215

Paper represents an attempt to systematically describe the behavior of the teacher in an informal, or open classroom.

117. Resnick, Lauren B. Teacher Behaviour in the Informal Classroom. Journal of Curriculum Studies, v4 n2 pp99-109, Nov 1972 EJ 071 816

Teacher-child interaction in an open classroom was observed and teacher behavior and its resultant effectiveness was rated by means of a coding system developed early in the observation process.

118. Rich, Leslie. Newark's "Street People" Teachers. American Education, v8 n8 pp31-34, Oct 1972 EJ 065 422

Describes the teacher-training program at the Urban Institute of Essex County College in New Jersey which enlists people interested in tackling the problems of the inner city.

119. Richards, Colin. Curriculum Development in the English Primary School--Reality and Possibility. Elementary School Journal, v74 n4 pp211-219, Jan 1974 EJ 091 610

If discussion of English primary curriculum is ever to develop from its present impressionistic state, it needs to develop a greater concern with the detail of organization and interaction, with the day-to-day commonplace of teaching, and with the conceptual models held by typical teachers.

120. Riegle, Jack D. Open-Concept Education: A Human Enterprise. NASSP Bulletin, v57 n369, pp10-14, Jan 1973 EJ 069 506

This article contrasts traditional education with open-concept education.

121. Roberts, Peter R. Open Education in America: An Overview of Recent Development. Froebel Journal, n22 pp20-25, Spr 1972 EJ 063 118

Presents an overview of the influence of British practices upon contemporary American education, and speculates upon future directions.

122. Rogers, Vincent R. Open Education: Where Is It Now? Where Is It Heading? Music Educators Journal, v60 n8 pp20-24, Apr 1974 EJ 094 035

This article on open education and the direction it is taking is a kind of "state of the wave (movement)" message-a necessary caution not only for those moving along nicely with the current, but also for those who may already be over their heads and those who have yet to test the water.

123. Rogers, Vincent R. A Response to James Rothwell. Childhood Education, v50 n4 pp195-196, Feb 1974 EJ 094 968

A professor of open education defends the goals and methodology of "informal schooling".

124. Rothstein, Evelyn B.; Gold, Barbara K. Reading in an Open Classroom--Extending the Gift. Reading Teacher, v27 n5 pp443-445, Feb 1974 EJ 091 173

Sees reading not as a subject to be taught but as an integral part of an open classroom that fosters some basic principals of learning.

125. Rothwell, James. Perhaps We Were Wrong About Open Education After All. Childhood Education, v50 n4 pp192-194, Feb 1974 EJ 094 967

Senior Inspector for Primary Education in Manchester, England explodes some of the myths concerning "open education" in the English School System.

126. Rothwell, James. Second Thoughts on Open Education. Elementary School Journal, v74 n3 pp119-124, Dec 1973 EJ 089 979

Discusses common misconceptions about open education held by American educators. Concludes that open education is a basic attitude of openmindedness rather than a set of techniques.

127. Russell, Gail. The Electric Rainbow Company: An Open Learning Environment. K-Eight, v1 n3 pp20-24, Jan-Feb 1972 EJ 092 599

Describes open classroom approach to discovery learning using video tape recorders and Super 8 film.

128. Rust, Val D. Anti-Authoritarian Education in West Germany. Intellect, v101 n2344, pp130-133, Nov 1972 EJ 071 092

Discusses the West German free school movement and the influence it has for stimulating reassessment in our own educational practices.

129. Salz, Arthur E. The Truly Open Classroom. Phi Delta Kappan, v55 n6 pp388-390, Feb 1974 EJ 094 544

Contends that if open education is to succeed, it is essential to move beyond the traditional curriculum.

130. Sandler, Gerald. Through the Looking Glass to Open Education. Perspectives on Open Education. National Elementary Principal, v52 n3 pp74-76, Nov 1972 EJ 067 797

A principal expresses his vision of what a school ought to be and how he has been moving his school toward that vision.

131. Sartore, Richard L. A Principal with a New Outlook Is Needed for the Open School. Clearing House, v47 n3 pp131-134, Nov 1972 EJ 067 444

After analyzing "factors needed for the operation of an open school," the author lists nine areas of administration in which the principal should exert leadership.

132. School Designs..for Comfort and Flexibility. Modern Schools, p3, Feb 1973 EJ 071 458

The lighting system is used for heating this school.

133. School Designs for Innovation and Noise Control. Modern Schools, p4, Feb 1973 EJ 071 459

Noise is controlled by the use of carpeting and soft surfaces, as well as by a special 2-level ceiling design.

134. Seefeldt, Carol. Open Spaces--Closed Learning? Educational Leadership, v30 n4 pp355-357, Jan 1973 EJ 069 743

Open spaces, it has become apparent, do not necessarily guarantee freedom in the classroom. Freedom to learn, to grow, and to select your own learning activity does not seem to be a function of walls or lack of walls.

135. Sherman, Gene A Student Teacher's Reflections on the Open Classroom. Instructor, v83 n9 pp14-15, May 1974 EJ 094 020

A teacher looks back at his experiences as a student teacher learning to cope with the open classroom.

136. Sloan, Fred A. Open Education American Style. Peabody Journal of Education, v51 n2 pp140-146, Jan 1974 EJ 091 967

It is the intent of this article to point out ways that newer innovations in teaching mesh compatibly with time-proven methods to produce a distinctively American model. The basic proposition on which the model is based is that children learn at different rates, in different ways, and with different activities and people.

137. Smith, Mortimer. Before and After "The Truly Open Classroom' Phi Delta Kappan, v55 n6 pp390-392, Feb 1974 EJ 094 545

Ridicules the curriculum advocated for open education by Arthur E. Salz in a prior article.

138. Smith, Vernon H. Options in Public Education: the Quiet Revolution. Phi Delta Kappan, v54 n7 pp434-437, Mar 1973 EJ 072 840

Clarifies terms, describes the Consortium for Alternative Education, and identifies the social and educational potential and the accountability element in alternative schools.

139. Smollett, Eleanor. Schools and the Illusion of Choice: The Middle Class; and the "Open" Classroom. This Magazine, v7 n4 pp10-13, Jan 1974 EJ 090 251

Freedom (i.e. choice) within a predefined educational structure can by simply another form of constraint. This illusion of

freedom serves predetermined social expectations; innovations like the open classroom exchange old methods of teaching social conformity for new ones.

140. Spodek, Bernard. Preparing Music Teachers for Open Education. Music Educators Journal, v60 n8 pp73-77, 113-114, 116, Apr 1974 EJ 094 048

Article described new programs in preservice teacher education and inservice programs designed to usher in open education

141. Springer, Virginia F. Campus Laboratory School, Cortland, New York. Music Educators Journal, v60 n8 pp51-52, Apr 1974 EJ 094 040

Considered how music can be integrated in the open classroom through Project Quest, a program designed to utilize student interest in music.

142. Stashower, Gloria. Furnishing Open Plan Schools In Boston. School Management, v18 n3 pp15-17, Mar 1974 EJ 094 560

Open education is a challenge for designers and manufacturers, too. Describes an architecture firm's research study on the furnishing of seven newly constructed open plan elementary schools in Boston.

143. Tauss, Vita. Some Observations and Questions Regarding the Open Classroom. Kappa Delta Pi Record, v10 n2 pp43-44, Dec 1973 EJ 090 467

144. Teaching Loft Concept Solves Open Plan Problems. American School and University, v45 n2 pp42-45, Oct 1972 EJ 066 455

Two major academic lofts on an upper level, an exploratory education loft on the lower level, and five chairless levels rising from a forum's sunken stage area reflect this school's philosophy that a school building must support diverse kinds of activity.

145. Thompson, Keith P. Music Cannot Be Locked in a Closet Music Educators Journal, v60 n8 pp46-49, Apr 1974 EJ 094 039

Article described the potential the music program has and the challenge it faces for the music specialist in the open classroom.

146. Thoreson, Louis B.; And Others. How the Janitor Can Help in the Reading Program. Reading Teacher, v27 n5 pp458-461, Feb 1974 EJ 091 177

Suggests several innovations in classroom physical environment that can facilitate student's learning to read and encourage their reading.

147. A Time and Thought Line. Music Educators Journal, v60 n8 pp33-39, Apr 1974 EJ 094 037

Article traced some of the historical thought-paths to open education today, highlighted some of the key events in its development in the United States, rekindled interest in some older writers on education, and provided references to some of the more significant educational documents.

148. Traub, Ross E.; And Others. Closure on Openness: Describing and Quantifying Open Education. Interchange, v3 n2-3, pp69-74, 1972 EJ 067 911

The report describes the use of a teacher questionnaire. Dimensions of Schooling (DISC), in assessing the characteristics of open education.

149. Trend 8: Modified Open Space. CEFP Journal Special Report 8. CEFP Journal, v10 n4 p8, Jul-Aug 1972 EJ 063 239

150. Trend 10: Encapsulated Space. CEFP Journal Special Report 8. CEFP Journal, v10 n4 p10, Jul-Aug 1972 EJ 063 241

151. Tyrell, Ronald W. The Open Middle School: A Model for Change. NASSP Bulletin, v58 n381, pp62-66, Apr 1974 EJ 094 001

Making several changes in concert was one reason, this writer maintains, why an Ohio middle school made forward strides in providing successful innovative programs for its emerging adolescents.

152. Wasserman, Selma, The Open Classroom in Teacher Education, or Putting Your Money Where Your Mouth Is. Childhood Education, v49 n6 pp295-301,Mar 1973 EJ 072 863

153. Weber, Lillian. Development in Open Corridor Organization: Intent and Reality. Perspectives on Open Education. National Elementary Principal, v52 n3 pp58-67, Nov 1972 EJ 067 794

Looks at the evolution of open education in the United States. Focuses on the organizational changes that have been made to allow for open education.

154. Weber, Mark. Piecemeal Revolution: Controlled Freedom in the British Open Classroom. School Library Journal, pp37-41 Nov 1972 EJ 066 474

The two problems which pose a grave threat to the open classroom technique in both England and the United States are: (1) the fad psychology of education reform and (2) the tendency to confuse the open classroom freedom with mere "chaos" and neglect of children.(21 references)

155. Wendel, Robert. The Teachers' Dilemma with the Open Classroom. Education, v94 n2 pp185-189, Nov/Dec 1973 EJ 092 110

This article identified some teacher concerns with open, inquiry-oriented teaching and also attempted to offer some advice on how best to understand the rationale and the application of inquiry to teaching.

156. West, Gerrye. Why Even the Best Prepared Voters Revel at Educational Innovations. American School Board Journal, v160 n1 pp53-55, Jan 1973 EJ 067 819

Describes how trouble erupted in a Polk County, Florida, new junior high school that was designed according to the open school, individualized instruction concept. Provides a 7-point recommendation for other administrators planning innovative schools, which guidelines could aid in avoiding potential trouble.

157. Westbury, Ian. Conventional Classrooms, "Open" Classrooms and Technology of Teaching. Journal of Curriculum Studies, v5 n2 pp99-121, Nov 1973 EJ 093 650

Description of a general model of teaching which emphasizes certain inherent, fundamental tasks and constraints, and a review of literature related to the model and to open education attempt to increase understanding of what the classroom is and what reform of the classroom entails.

158. Westervelt, Marie J. Involvement and Integration. Music Educators Journal, v60 n8 pp40-45, Apr 1974 EJ 094 038

Article looked at educational practices in Great Britain to see how music functions in an open education environment.

159. Wiener, Roberta. A Look at Reading Practices in the Open Classroom. Reading Teacher, v27 n5 pp38-42, Feb 1974 EJ 091 172

Teacher questionnaire indicates that curriculum and instruction can change the organizational pattern.

160. Wilson, F. S.; And Others. Are Pupils in the Open Plan School Different? Journal of Educational Research, v66 n3 pp115-118, Nov 1972 EJ 067 529

Pupils in an open plan (as opposed to traditional) school were found to have more positive attitudes toward school and themselves and scored higher on some measures of curiosity there were no differences.

161. Wilson, Lorraine. How Open Is Open? Or, When Is an Open Classroom Closed? Curriculum and Research Bulletin, v7 n4 pp131-135, Oct 1972 EJ 071 320

The ways in which "open" may be applied to education are discussed: materials used to stock the classroom, time schedules, physical environment, interpersonal relationships.

162. Yee, Roger. The Schoolhouse Is Raining. Progressive Architecture, v55 n4 pp92-97, Apr 1974 EJ 094 668

Built into 26 new Chicago school designs are two features: physical plants offering educators latitude to remove nearly all internal partitions for open plan teaching or to return to a traditional "eggorate" format if need be; and a new fire control technology placing a building on electronic alert for immediate reaction to dangerous symptoms with automatic alarm systems and fire fighting apparatus.

163. Zeitz, Pearl. Establishing Trust in the Informal Classroom. Reading Teacher, v27 n5 pp451-453. Feb 1974 EJ 091 175

Lists four areas of reading activity that encourage interaction and mutual contributions between students and teacher.

Addendum: Wheeler, Alan H. Teacher Training in an Overseas Setting. Catalyst for Change, v3 n2 pp19-21, W74, EJ 091 297.

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